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ABSTRACT

This five-part report offers background information and 1993-94 data on the programs, finances, facilities, students, and personnel of the North Carolina Community College System (NCCCS). Section I presents a general orientation to the system, including information on the NCCCS's mission, history, programs, governance, funding, the NCCC Foundation, service area assignments, and statewide planning. A map and organizational chart and directory are also included. Section II provides program briefs covering the following: technical/vocational curriculum programs; academic curriculum programs and accrediting agencies of curriculum programs; basic skills; occupational extension; community service; human resource development; educational network (EDNET); New and Expanding Industry Program; focused industrial training centers; small business center network; in-plant job training; Job Training Partnership Act; Carl Perkins Act; correctional education; proprietary school licensure; and fire training. Section III examines finances, facilities, and equipment, including a budget overview and information on the disposition and source of funds, regular program costs by purpose, state-level expenditures, and average cost per full-time equivalent (FTE) student by institution. A description of the combined footage, buildings, acreage, learning resource center book volumes for the system as a whole; a valuation of the systems' equipment; and a list of off-campus facilities are provided. Section IV contains data on students, including information on enrollment by program area, sex, race, residency status, and employment status; student completions; and average annual FTE by program area and by credit hour load. Section V provides data on faculty and staff, including 1993-94 system totals by position category, race, sex, years of service, educational level, and months of employment. A bibliography, glossary, and roster of state board members and presidents are appended. (KP)

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A MATTER OF FACTS

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THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM FACT BOOK

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1994

A Matter of
FACTS

The North Carolina Community College System Fact Book

1994

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Preface

The North Carolina Community College System Fact Book is a yearly publication providing authoritative data on the status of the entire system. The targeted audience is primarily decision-makers and planners dependent on timely information for the success of their endeavors. However, the Fact Book is an excellent reference and point of entry for anyone researching the N.C. Community College Sytem.

As stated, the Fact Book is an annual, implying the flexible nature of its content. Any questions or suggestions, concerning the content, purpose, or format of the Fact Book should be directed to Paul Nagy, Coordinator of Special Projects, at 919/733-7051, ext. 737.

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I. Introduction

A. General Orientation

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OUR PURPOSE

Support of economic growth and prosperity through education was the underlying concept in the development of the community college system. All of the institutions in the North Carolina Community College System offer vocational/technical training and basic education to prepare adults for the job market. In addition, a majority of institutions offer the first two years of a baccalaureate program.

The mission of the system has been defined in the North Carolina General Statutes (115D):

> ... the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs ...

The law further states that:

> The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

The statutory mission statement serves to keep the system focused on vocational and technical education. It also specifically mandates provision of basic academic education for adults through the high school level. These programs -- vocational and technical education, and basic academic education for adults -- have priority status because of their specific place in the statutory mission statement.

The mission directs the system to serve adults who have left the public schools and are beyond compulsory school age. This definition provides the background for development of policies governing the institutions' relationship to the public schools.

It is the statutory mission statement from which the "working mission statement" derives. It is the working mission statement which focuses the community college system's resources by responding to contemporary societal issues. Legitimized by the State Board of Community Colleges, the working mission dynamically mobilizes our abilities to concentrate on current concerns.

The Working Mission Statement

The mission of the North Carolina Community College system is to open the door to opportunity for adults seeking to improve their lives and wellbeing by providing:

* education and training for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs;

* support for economic development through services to business and industry; and
* services to communities which improve the quality of life.

Adopted by the State Board of Community Colleges, October, 1993

HISTORY

In the years following World War II, North Carolina began a rapid shift from an agricultural to an industrial economy. With that change came an awareness that a different kind of education was needed in the state. People who did not desire a four-year baccalaureate education nevertheless had the need for more than a high school diploma.

In 1950, the State Superintendent of Public Instruction authorized a study of the need for a system of tax-supported community colleges. The resulting report, by Dr. Allan S. Hurlburt, was published in 1952. It proposed a plan for development of state supported community colleges. In 1957, the General Assembly adopted the first Community College Act and provided funding for community colleges.

The same (1957) General Assembly also provided funding to initiate a statewide system of Industrial Education Centers. These centers were to train adults and selected high school students in skills needed by industry. By 1961, there were five public junior colleges emphasizing arts and sciences, and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Governor Terry Sanford to appoint the Governor's Commission on Education Beyond the High School (Irving Carlyle, chair). In 1962, this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and local boards of trustees. The resulting unified community college system would provide comprehensive post-high school education.

In May 1963, the General Assembly, in line with the Carlyle Commission report, enacted into law G.S. 115A (later changed to 115D), which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of institutions in the Community College System. There were then 20 industrial education centers, six community colleges (three of which became four year schools in 1963), and five extension units.

By 1966, there were 43 institutions with 28,250 full time equivalent (FTE) enrollments. In 1969, there were 54 institutions with 59,329 FTE. The system had grown very rapidly, exceeding ten percent annually nearly every year until the late 1970s. In 1974-75, growth reached the 33 percent mark. The system continues to grow in enrollments nearly every year, but by much more modest margins. The number of institutions has not increased since Brunswick Community College became the 58th in 1978.

The original legislation placed the community college system under the purview of the State Board of Education, and created a State Department of Community Colleges. In the early years of the system, the State Board of Education Chair was Dallas Herring; David Bruton succeeded him in 1977.

In 1979, the General Assembly changed the state control of the system. Provision was made for a separate State Board of Community Colleges. The

Board was appointed and organized in 1980, and met several times with the State Board of Education. The new Board assumed full responsibility for the system on January 1, 1981. The Board's first chairperson was Duke Power Company Executive Carl Horn. He was succeeded in 1983 by John A. Forlines, president of the Bank of Granite and then William F. Simpson in 1989. The current chair is Lt. Governor Dennis A. Wicker since 1993.

In 1988, the North Carolina Community College System celebrated its 25th anniversary, recognizing that in its first quarter century of service, the system had emerged as the nation's third largest community college network, educating millions of students and employing thousands of faculty and staff.

In November of 1987, the State Board estabished the Commission on the Future of the North Carolina Community College System. The 23-member, blue-ribbon panel of business, civic and education leaders was charged with establishing a systemwide agenda for policy and action over the next 25 years. The resulting Commission on the Future report, released in 1989, outlined 33 recommendations for action and change. All 33 recommendations have been adopted by the State Board and the General Assembly, and a strategic implementation plan, the Educational Blueprint, has been developed.

The Department of Community Colleges has had four presidents: I.E. Ready (1963-1970), Ben E. Fountain, Jr. (1971-1978), Larry J. Blake (1979-1982), and Robert W. Scott (1983-present). Charles R. Holloman served in an acting capacity from September, 1978 to July, 1979. The Department of Community Colleges became fully separate from the Department of Public Instruction in all matters, including fiscal affairs, when the new State Board assumed its full powers in January, 1981.

PROGRAMS

The North Carolina Community College System offers a comprehensive range of educational programs to meet the needs of local communities for higher academic education, employment skills, basic educational skills, job retraining, personal growth and development, and community and economic development. These programs are organized under several broad categories.

Curriculum programs offer credit courses leading to certificates, diplomas, or degrees. These may be technical, vocational or academic. The majority of the more than 1800 programs offered are technical, with particular emphasis on Associate in Applied Science degrees in business and office skills, nursing and allied health, engineering technologies, transportation technologies, and technical industrial occupations. There are also a significant number of vocational trade and industry programs leading to certificates or diplomas in such areas as construction trades, machine and metalworking occupations, industrial maintenance occupations, agriculture, etc. College transfer and general education programs provide academic courses parallel to the first two years of a baccalaureate degree; one or the other is offered at most of the colleges in the system.

Each of the colleges also offers instruction in basic academic skills and instructional support. Programs include Adult Basic Education (K-8 basic academic skills), Adult High School and GED programs (9-12 academic preparation), developmental studies courses to prepare students to master collegiate level coursework, individualized learning laboratories and other programs.

A third broad category of programs is continuing education. These non-credit courses may be occupational, academic, or avocational in nature. Some are offered as a categorically funded community service. Others are designed to upgrade occupational skills and are funded through enrollment driven formulas (See Finance).

Because of the unique character of community colleges, student services programs play an especially important role in the life of the colleges. Students receive academic, personal and career counseling services, special assessment and placement assistance, help in transition to work and job development, and a variety of other services which are essential to the success of the instructional programs.

Finally, there is a broad effort in specialized programming, often targeting the economic development of the community. The New and Expanding Industry Program, the Focused Industrial Training Program, and the Small Business Assistance Network all provide direct consulting and custom training to business and industry to promote their success. The Human Resources Development and Job Training Partnership Act Programs provide services and training specifically targeted to the unemployed and disadvantaged. And a variety of other programs connect the colleges uniquely to the needs and aspirations of their communities.

GOVERNANCE

The State of North Carolina has assigned the 58 public community colleges in North Carolina to the State Board of Community Colleges. The board has full authority to adopt all policies, regulations and standards it may deem necessary for operation of the system. The Department of Community Colleges serves as an administrative arm of the State Board.

The State Board is responsible solely for the state's community college system and is not under the domain of any other board or commission. Members of the State Board are selected by the governor and the general assembly. The board's membership should reflect the state's population in terms of race, age, sex, ethnic origin, economic and social background and the geographical distribution of the state. Members represent business, industry, education and government.

The board consists of 20 members. The lieutenant governor and the state treasurer are ex officio members. The governor appoints 10 members, four from the state at large and one from each of the six trustee regions. Four are designated by the senate and four more by the house. Terms are staggered and expire every other odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

The board meets at least ten times per year to evaluate the recommendations of the Department of Community Colleges, to set policy for the system and to oversee its operation. Members elect a board chair to serve as the board's leader, spokesperson and presiding officer. The chair is responsible for projecting the public image of the board and providing positive leadership.

The Department of Community Colleges, headed by the system president, provides state-level administration and leadership of the community college system under the direction of the State Board of Community Colleges.

The State Board and the Department have three major functions: (1) equitable distribution of funds and fiscal accountability; (2) establishing and maintaining state prioritites; and (3) educational program approval and accountability. Through the exercise of its authority in these areas, the Board can recommit the system to existing policies or alter the direction of the system through changes in policy.

As part of its administrative function, the Department provides support services for the various program offerings such as nursing, agriculture and business. Departmental staff assist college staffs by helping to develop and implement curriculums and other programs, and by providing technical assistance in a range of areas. The Department provides other services for the system that would be difficult for an individual institution to initiate, such as statewide data collection.

At the local level, each of the colleges operates under a board of trustees. Each board is composed of twelve citizens from the service area in which the college is located. The president or chairman of the executive board of the student body serves as an ex officio member. Local board members are appointed for staggered 4-year terms. Four members each are elected by the

local school board and the board of commissioners of the county in which the institution is located. Four members are appointed by the governor.

The board of trustees sets local policy. The local board selects, and the State Board must approve selection of each college's president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as employment of faculty members, are made by the president. All personnel employed at the colleges are employees of the college and not of the North Carolina Department of Community Colleges.

FUNDING

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the colleges in accordance with the policies and regulations of the board. The State Board has delegated authority to the local trustees to disburse the funds within these policies and regulations.

Sources of funding include state, federal and local government as well as tuition. For 1992-93 the tuition rate is $13.25 per credit hour and $185.50 maximum tuition charge per quarter for in-state students. For out-of-state students the tuition is $107.50 per credit hour and $1,505.00 maximum charge per quarter.

State funds may be used by community colleges for current operating expenses, equipment, library books, acquisition of land and capital construction.

Local funds must be used for operating and maintaining the plant or to supplement any state budget item.

The percentages of funding origination are as follows:

State	71.0 %
Local	12.8 %
Tuition	12.0 %
Federal	3.6 %
Other	0.6 %

These funds are deposited into the State Treasury. The largest portion is allocated to the colleges based on a formula adopted by the State Board. This formula is stated in Section 2D.0300 of the North Carolina Administrative Code (APA). Other funds are appropriated by the legislature and federal government for special purposes.

The State Board allocates the funds to the local boards of trustees which are responsible for using these funds in accordance with State Board policies and state and federal laws and regulations.

It is the intent of the system to minimize the out-of-pocket expense to students. For that reason, tuition is kept as low as possible. In addition, state and federal aid is provided by grants, loans, and scholarships. Many private companies have established scholarship funds at the local and state level.

The Department of Community Colleges audits the enrollment records of the colleges, and the state auditor's office audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period revert to the general treasury and are available to the legislature for reappropriation.

THE NORTH CAROLINA COMMUNITY COLLEGES FOUNDATION, INC.

THE NEED

The system relies primarily on state, local, and federal governmental units and tuition/fees for both operating and capital investment funds. In the early years of the system's history, traditional funding sources were adequate. During the 1970's and 1980's, increased competition for state and local funds, inflation, the need to update programs and equipment, and demographic changes eroded the system's financial base of support.

As the system matured, all 58 institutions established private foundations (503)(c)(3) for the purpose of raising funds from private sources to support a variety of activities and local projects.

The Department of Community Colleges also realized a need to attract support from large companies and corporations whose presence in North Carolina is pervasive and not related to any particular college. Thus, the NCCCF was established as an avenue to large donors who depend on the community college system for many of their employees. It is important to note that the NCCCF is not a competitor with local institutional foundations. Rather it is a resource to be used in increasing local support.

THE FOUNDATION PURPOSES

The North Carolina Community Colleges Foundation, Inc. was chartered on September 11, 1986 as a nonprofit charitable corporation and has a 501(c)(3) designation by the Internal Revenue Service. A Board of Directors manages the foundation.

The purposes of the foundation are to:

* Support the mission of the community college system and to foster and promote the growth, progress, and general welfare of the system
* Support programs, services, and activities of the community college system which promote the mission of the system
* Support and promote excellence in administration and instruction throughout the system
* Foster quality in programs and encourage research to support long range planning in the system
* Provide an alternative vehicle for contributions of funds to support programs, services, and activities that are not being funded adequately through traditional resources
* Broaden the base of the community college system's support
* Lend support and prestige to fund raising efforts of the institutions in the system
* Communicate to the public the system's mission and responsiveness to local needs

FUND DEVELOPMENT GOALS

The Board of Directors seeks funds to enhance:

* Educational assistance for students
* Professional development for faculty, staff, and administration
* Educational program improvement
* Instructional equipment
* Research programs
* Public relations
* Special initiatives and projects

CONTRIBUTIONS

The foundation receives contributions of:

* Cash gifts
* Common stock and other securities
* Life insurance
* Funds honoring individuals during life
* Memorial gifts
* Annuity trusts
* Property and/or land with provision to use for duration of life
* Donations by will
* Individual Retirement Accounts
* Other methods used by donors to meet specific situations

SERVICE AREA ASSIGNMENTS

PHILOSOPHY

Service areas were established to regulate the offering of courses by colleges in specific geographic area in order to eliminate duplication of services by different colleges in the same area. The assignments do not regulate or establish attendance areas. Citizens may enroll in any course at any college they choose.

PURPOSE

The purpose of service area assignments is to assign specific geographic areas for all colleges, assigning the authority and responsibility for providing courses in a county other than the one in which the college is located. The assignments also include a coordination procedure, whereby a college may offer courses in another college's service area when there is mutual consent and written agreement approved by the State Board.

Institution	Service Area see Special Provisions (1-4)
Alamance CC	Alamance
Anson CC	Anson, Union (3)
Asheville-Buncombe CC	Buncombe, Madison
Beaufort County CC	Beaufort, Hyde, Tyrell, Washington (4)
Bladen CC	Bladen
Blue Ridge CC	Henderson, Transylvania
Brunswick CC	Brunswick
Caldwell CC and TI	Watauga, Caldwell
Cape Fear CC	New Hanover, Pender
Carteret CC	Carteret
Catawba Valley CC	Alexander, Catawba (2)
Central Carolina CC	Chatham, Harnett, Lee
Central Piedmont CC	Mecklenburg
Cleveland CC	Cleveland
Coastal Carolina CC	Onslow

College of The Albemarle	Camden, Chowan, Currituck, Dare, Gates, Perquimans, Pasquotank
Craven CC	Craven
Davidson County CC	Davidson, Davie
Durham CC	Durham, Orange
Edgecombe CC	Edgecombe
Fayetteville TCC	Cumberland
Forsyth TCC	Forsyth, Stokes
Gaston College	Gaston, Lincoln
Guilford TCC	Guilford
Halifax CC	Halifax, Warren (Townships of Fishing Creek, River, Roanoke, and Judkins), Northampton (Townships of Gaston, Occoneechee, Pleasant Hill, and Seaboard)
Haywood CC	Haywood
Isothermal CC	Polk, Rutherford
James Sprunt CC	Duplin
Johnston CC	Johnston
Lenoir CC	Greene, Lenoir, Jones
Martin CC	Martin, Bertie (Townships of Indian Woods, Merry Hill) (1,4)
Mayland CC	Mitchell, Avery, Yancey
McDowell CC	McDowell
Mitchell CC	Iredell (2)
Montgomery CC	Montgomery
Nash CC	Nash
Pamlico CC	Pamlico
Piedmont CC	Person, Caswell

Pitt CC	Pitt
Randolph CC	Randolph
Richmond CC	Richmond, Scotland
Roanoke-Chowan CC	Hertford, Bertie (Townships of Colerain, Mitchells, Roxobel, Snakebite, Whites, and Woodville), Northampton (Townships of Jackson, Kirby, Rich Square, Roanoke, and Wiccacanee) (1)
Robeson CC	Robeson
Rockingham CC	Rockingham
Rowan-Cabarrus CC	Cabarrus, Rowan
Sampson CC	Sampson
Sandhills CC	Hoke, Moore
Southeastern CC	Columbus
Southwestern CC	Jackson, Macon, Swain
Stanly CC	Stanly, Union Consortium (3)
Surry CC	Surry, Yadkin
Tri-County CC	Cherokee, Clay, Graham
Vance-Granville CC	Vance, Franklin, Granville, Warren (Townships of Smith Creek, Nutbush, Sandy Creek, Shocco, Hawtree, Warrenton, Six Pound, and Ford)
Wake TCC	Wake
Wayne CC	Wayne
Western Piedmont CC	Burke
Wilkes CC	Alleghany, Ashe, Wilkes
Wilson County TC	Wilson

SPECIAL PROVISIONS

1. Bertie County is divided between Roanoke-Chowan CC and Martin CC as stated in the service area assignments. In the case of offering courses within the town or township of Windsor, Martin CC has exclusive authority for offering curriculum and adult basic education courses, and both Martin CC and Roanoke-Chowan CC are authorized to offer other continuing education courses.

2. Catawba Valley CC is authorized to continue offering the furniture training program at the Iredell Prison Unit. This exception shall be re-examined periodically by the State President with his findings reported to the State Board.

3. Union County is assigned to both Anson CC and Stanly CC. The existing consortium (agreement) between the two institutions shall be used in providing service in Union County.

4. Martin CC is authorized to offer in Washington County all adult basic education, adult high school/GED, fire training and emergency medical training and in-plant training.

STATEWIDE PLAN

The first statewide plan, "Planning for Our Future" was adopted by the State Board in April, 1988. The plan includes a revised mission statement and goals and objectives. State Board members, community college presidents and trustees, faculty and administrators from the colleges, and staff of the Department of Community Colleges all participated in the plan's development.

To secure citizen participation in planning for the system, a 23-member Commission on the Future of the North Carolina Community College System was created in 1988. Its report, GAINING THE COMPETITIVE EDGE, is the basic planning document for the next six years. The document contains 33 recommendations which have far-reaching implications for community colleges. (See following pages.)

The planning process is continuing (see following pages). In 1990 statewide plans were adopted by the State Board of Community Colleges. Both closely track the report of the Commission on the Future.

COLLEGE-LEVEL PLANNING

In September each college submits an institutional effectiveness plan, which is reviewed at DCC and submitted to the State Board. The State Board adopted guidelines for biennial institutional plans, with annual updates, as required by the General Assembly. Major elements of the guidelines include:

1) a statement of institutional purpose consistent with the mission of the N.C. Community College System;
2) a statement of educational needs of the service area, including the characteristics of the people and businesses to be served;
3) a projection of long-range needs in the areas of personnel, facilities and equipment;
4) a description of the accomplishments of the college in addressing college level goals from the previous year institutional effectiveness plan, include substantiating data;
5) an evaluation of the college's progress in addressing system level goals;
6) a statement of institution goals and objectives with emphasis on educational outcomes - where appropriate goals should be cross-referenced to system goals;
7) a section on institutional diversity; and
8) a description of the institution's procedures for planning & evaluation.

CRITICAL SUCCESS FACTORS

The State Board has adopted critical success factors to measure the performance of the system. The seven factors were developed from the Statewide Plan and the Commission's report. They are: Student Success, Resources, Access, Education Continuum, Workforce Development, Community Services, Program Management/Accountability. Data are being collected on 33 measures of progress toward success as indicated by the factors. An initial report, presenting five years of data, was presented to the State Board and General Assembly in April, 1990. Annual reports have been submitted each April.

PLANNING PROCESS

PHASE I: DEVELOPMENT OF GOALS AND OBJECTIVES

The planning cycle begins when the State Board, at its annual retreat in odd-numbered years, reviews the mission of the system and selects the strategic themes which shall be the focus for planning. These strategic themes transcend the annual and biennial time frames. Following State Board selection of strategic themes, the planning committee coordinates development of long-range (biennial) plans to address these themes.

PHASE II: ASSESSMENT AND ENVIRONMENTAL SCAN

Assessment and environmental scanning go on continually throughout the planning cycle. However, because of the biennial budget cycle, it is appropriate for these functions to receive concentrated attention during the second year of the planning cycle.

While the planning committee oversees these functions, a wide variety of resources and groups within the system are involved. These include institutional planning processes, the Presidents' Association, the Trustees' Association, other professional associations, special task forces, ad hoc committees and staff in the Department.

Some of the activities which will be included in this phase are:

SCAN

The scanning process is an analysis of data and information (national, state, and regional) to identify trends which may affect the community college system. This may involve review of selected publications and presentations which have special significance for the identification of trends.

ASSESSMENT OF PROGRESS

The assessment of progress involves an analysis of routine data reports and special reports from the MIS to support policy or program development and improvement. In addition, the process may include commissioning special studies which draw on other sources of information and expertise to support policy or program development and improvement; collection and analysis of reports from the individual college planning processes; and recognition of outstanding programs. The critical success factors are an important part of the assessment program, and are closely studied each year.

POLICY RECOMMENDATIONS

Ongoing analysis may identify problems and/or promising ideas which may be developed or piloted outside of the budget process. The Planning Committee may initiate development of policy recommendations for the State Board in coordination with the Office of the System President and the Presidents' and Trustees' Associations when it determines a need.

The North Carolina Community College System

1. **Alamance Community College**
Post Office Box 8000
Graham, NC 27253-8000
(919) 578-2002

2. **Anson Community College**
Post Office Box 126
Polkton, NC 28135
(704) 272-7635

3. **Asheville-Buncombe Technical Community College***
340 Victoria Road
Asheville, NC 28801
(704) 254-1921

4. **Beaufort County Community College***
Post Office Box 1069
Washington, NC 27889
(919) 946-8194

5. **Bladen Community College**
Post Office Box 266
Dublin, NC 28332
(919) 862-2164

6. **Blue Ridge Community College***
Flat Rock, NC 28731
(704) 692-3572

7. **Brunswick Community College**
Post Office Box 30
Supply, NC 28462
(919) 754-6900

8. **Caldwell Community College and Technical Institute***
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200

9. **Cape Fear Community College***
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481

10. **Carteret Community College***
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000

11. **Catawba Valley Community College***
Route 3, Box 283
Hickory, NC 28602
(704) 327-7000

12. **Central Carolina Community College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401

13. **Central Piedmont Community College***
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6566

14. **Cleveland Community College***
137 S. Post Road
Shelby, NC 28150
(704) 484-4000

15. **Coastal Carolina Community College***
444 Western Boulevard
Jacksonville, NC 28546
(919) 455-1221

16. **College of The Albemarle***
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821

17. **Craven Community College***
Post Office Box 885
New Bern, NC 28560
(919) 638-4131

18. **Davidson County Community College***
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186

19. **Durham Technical Community College***
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222

20. **Edgecombe Community College***
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166

21. **Fayetteville Technical Community College***
Post Office Box 35236
Fayetteville, NC 28303-0236
(919) 678-8400

22. **Forsyth Technical Community College***
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(919) 723-0371

23. **Gaston College***
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200

24. **Guilford Technical Community College***
Post Office Box 309
Jamestown, NC 27282
(919) 334-4822

25. **Halifax Community College***
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551

26. **Haywood Community College**
Freedlander Drive
Clyde, NC 28721
(704) 627-4516

27. **Isothermal Community College***
Post Office Box 804
Spindale, NC 28160
(704) 286-3636

28. **James Sprunt Community College***
Post Office Box 398
Kenansville, NC 28349-0398
(919) 296-1341

29. **Johnston Community College**
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

30. **Lenoir Community College***
Post Office Box 188
Kinston, NC 28501
(919) 527-6223

31. **Martin Community College***
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521

32. **Mayland Community College**
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351

33. **McDowell Technical Community College**
Route 1, Box 170
Marion, NC 28752
(704) 652-6021

34. **Mitchell Community College***
West Broad Street
Statesville, NC 28677
(704) 878-3200

35. **Montgomery Community College***
Post Office Box 787
Troy, NC 27371
(919) 572-3691

36. **Nash Community College***
Old Carriage Road
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011

37. **Pamlico Community College**
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851

38. **Piedmont Community College**
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181

39. **Pitt Community College***
Post Office Drawer 7007
Greenville, NC 27834
(919) 355-4200

40. **Randolph Community College**
Post Office Box 1009
Asheboro, NC 27204-1009
(919) 629-1471

41. **Richmond Community College***
Post Office Box 1189
Hamlet, NC 28345
(919) 582-7000

42. **Roanoke-Chowan Community College**
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921

43. **Robeson Community College**
Post Office Box 1420
Lumberton, NC 28359
(919) 738-7101

44. **Rockingham Community College***
Wentworth, NC 27375
(919) 342-4261

45. **Rowan-Cabarrus Community College***
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760

46. **Sampson Community College**
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081

47. **Sandhills Community College***
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185

48. **Southeastern Community College***
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141

49. **Southwestern Community College***
275 Webster Road
Sylva, NC 28779
(704) 586-4091

50. **Stanly Community College***
141 College Drive
Albemarle, NC 28001
(704) 982-0121

51. **Surry Community College***
Box 304
Dobson, NC 27017
(919) 386-8121

52. **Tri-County Community College***
2300 Highway 64 East
Murphy, NC 28906
(704) 837-6810

53. **Vance-Granville Community College***
Box 917
Henderson, NC 27536
(919) 492-2061

54. **Wake Technical Community College***
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551

55. **Wayne Community College***
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151

56. **Western Piedmont Community College***
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000

57. **Wilkes Community College***
Post Office Box 120
Wilkesboro, NC 28697
(919) 667-7136

58. **Wilson Technical Community College**
Post Office Box 4305 - Woodard Station
Wilson, NC 27893
(919) 291-1195

*Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
Robert W. Scott, System President
(919) 733-7051

Caswell Building, 200 W. Jones Street
Raleigh, N.C. 27603-1337
FAX (919) 733-0680

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

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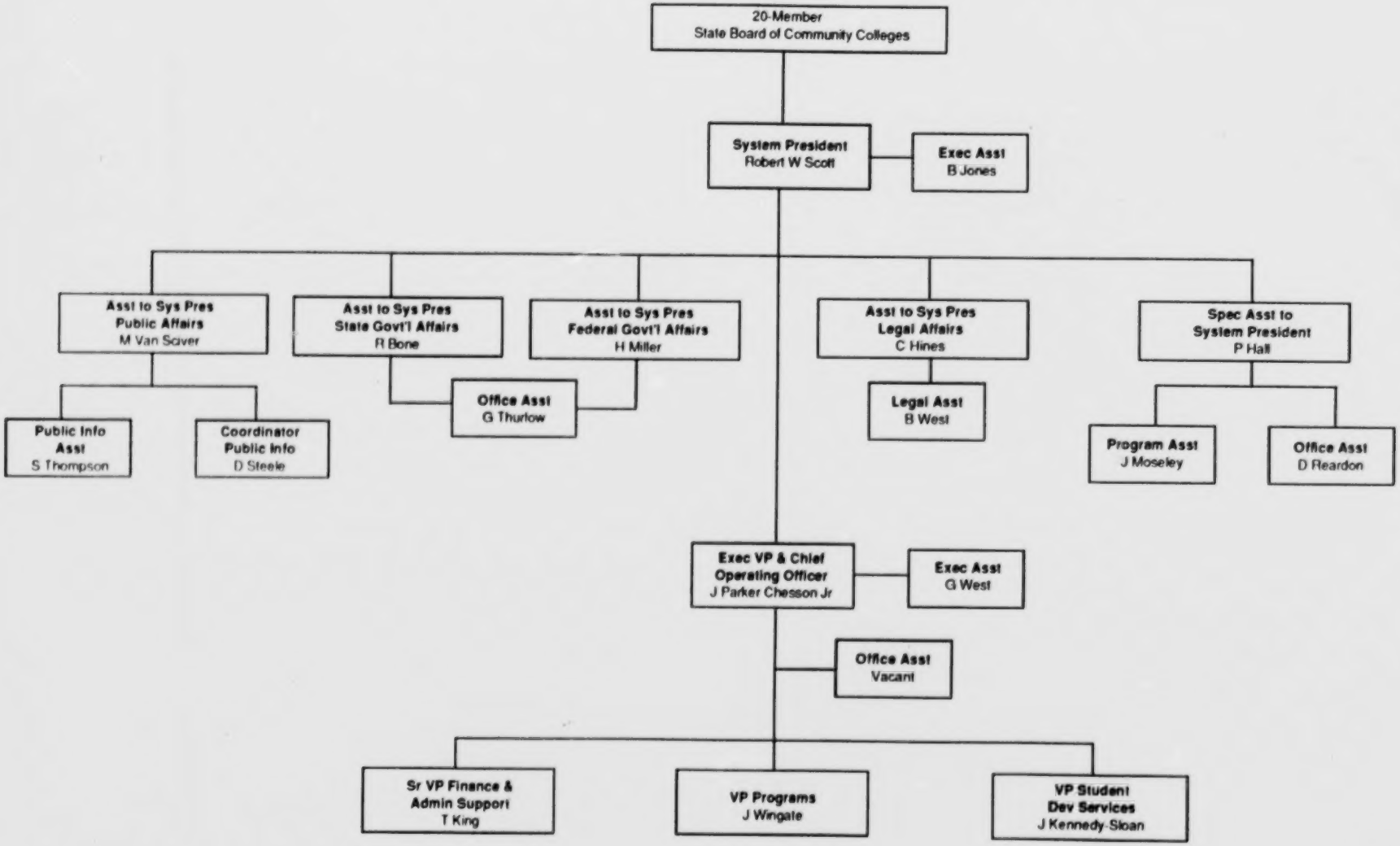

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DEPARTMENT OF COMMUNITY COLLEGES

ADMINISTRATION	EXT.	ROOM #
ROBERT W. SCOTT, SYSTEM PRESIDENT	709	101D
Betty Carter Jones, Executive Assistant	709	101C-2
Assistants to the President		
Roger W. Bone, State Governmental Affairs	3-5023	**
Hal M. Miller, Federal Governmental Affairs	720	144E
Gennie L. Thurlow, Office Assistant	742	144B
Pam Hall, Special Assistant to President	730	184
Julie Moseley, Program Assistant	729	184
Dot Reardon, Office Assistant	749	171
Mark R. Van Sciver, Public Affairs	722	144G
Shelia Thompson, Public Information Assistant	744	144I
Delores Steele, Coord. of Public Information	723	144H
Clay Tee Hines, Legal Affairs	752	171D
Betty West, Legal Assistant	750	171B
J. PARKER CHESSON, JR., EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER	711	101B
Glenda C. West, Executive Assistant	710	101C
VACANT, Office Assistant	716	101
C. Neill McLeod, Associate Executive V.P.	441	470A
Marion Patrick, Office Assistant	442	470
Kathryn Baker Smith, Associate V.P. for Planning and Research	728	172G
Millicent Locklear, Office Assistant	733	172
Brenda Splawn, Statistical Research Assistant	727	172F
Bob Vanderheyden, Director of Research	725	172D
Keith Brown, Coord. for Institutional Planning	726	172E
Paul Nagy, Coordinator, Special Projects	737	172C
Personnel		
Rosalyn Comfort, Director	701	130E
Rhonda Stephenson, Personnel Assistant	703	130A
VACANT, Processing Assistant	705	130B
Carolyn Austin, Personnel Assistant	702	130D
VACANT, Personnel Analyst	705	130B
Lori Grippo, Personnel Analyst	704	130C

**210 N. Person Street

ADMINISTRATION (Continued)

	EXT.	ROOM #
Program (FTE) Audits		
Bill Cole, Director	203	201J
Polly Murphy, Statistical Assistant	220	201M
Shea Henson, Education Program Auditor		
Wilson Technical Community College	(919) 291-1195	
David Brown, Educational Program Auditor	218	201N
Walter Currie, Educational Program Auditor		
Fayetteville Technical Community College	(919) 678-8363	
David Hall, Educational Program Auditor		
Southwestern Community College	(704) 586-4091	
Phil Marion, Educational Program Auditor		
Forsyth Technical Community College	(919) 723-0371	
Joe Mullis, Educational Program Auditor		
Wilson Technical Community College	(919) 291-1195	
Todd Parker, Educational Program Auditor		
Cape Fear Community College	(919) 675-1439	

FINANCE & ADMINISTRATIVE SUPPORT	EXT.	ROOM #
Thomas C. King, Jr., Senior Vice President and Chief Financial Officer	211	201B
Jan M. Hopkins, Executive Assistant	210	201C
Auditing and Accounting		
Larry L. Morgan, Director	208	201E
Joy K. Martin, Accounting Clerk	207	201F
Harold Butts, Assistant Director for Budget & State-Level Accounting	209	201D
Dorothy Sallinger, Budget Officer	205	201H
Gloria McLaughlin, Administrative Assistant	204	201I
Paula Jones, Accounting Clerk	217	201O
Kim Pendergraft, Accounting Technician	206	201G
John M. Malia, Assistant Director for State-Aid Auditing	201	234A
Alice Smith, Accountant, Vocational Education Programs	222	234B
Myra W. Davis, Accounting Technician	221	201L
Joy Wright, Supervisor for Regular Programs	229	234E
Gina Sampson, Accounting Clerk	231	234K
Tony James, Accounting Clerk	228	234I
Patricia Edmondson, Accounting Technician for Construction	223	234C
Linda H. Wilson, Accountant, JTPA Programs	230	234F
Donna Tetrault, Accountant	224	234D
Departmental Services		
Jane Goodwin, Director	251	269
Carol Ann Penny, Office Assistant	250	273
Parks Todd, Telecommunications Coordinator	618	B39A
Fred W. Manley, Telecommunications Consultant	619	B39B
Joe Alley, TV Producer/Director	620	B39C
Hilda Raynor, Publications Coordinator	626	B39G
Veronica Ross, Departmental Services Coordinator	249	273A
Dorothy Bain, Purchasing Clerk	242	258H
Cindy Pannill, Receptionist/Switchboard Operator	0	Lobby
Gary Bridges, Mail Supervisor	608	B20C
Rickie Hill, Mail Clerk	610	B24
Robert Octetree, Mail Clerk	610	B24
Robert Christmas, Duplicating Supervisor	601	B20A
Michael Farmer, Printing Machine Operator	601	B20A

FINANCE & ADMINISTRATIVE SUPPORT (Continued)	EXT.	ROOM #
Facility and Property Services		
C. Eugene Hinton, Director	236	258B
Dee Ann Burns, Processing Assistant	235	258A
William Gillespie, Storeroom Manager	9215	**
Philip Albano, Coordinator of Facility Services	237	258C
Jeanette Ray, Coordinator, Equipment Services	240	258E
Kaye G. Russell, Processing Assistant	243	258G
Rosa Leach, Processing Assistant	239	258D

**101 South West Street

Institutional Services		
Major Boyd, Director	634	B47C
Kathie Pierce, Office Assistant	636	B47
Pamela B. Doyle, Coordinator, Library Technical Assistance	635	B47D
Azalee B. Sain, Coordinator, Library Acquisition	633	B47B
Chavon Casey, Accounting Clerk	649	B47O
Robert Brown, Library Clerk	653	B47N
Betty Gooch, Library Clerk	644	B47K
Frances Shugart, Library Clerk	651	B47L
Ronnie Thompson, Library Assistant	656	B47A
Ortha B. Allen, Coordinator, Library Cataloging	638	B47E
Roxanne Davenport, Librarian	648	B47P
Annette Jones, Library Assistant	642	B47I
Judy Murray, Library Technical Assistant	643	B47J
Malissa Oakley, Library Assistant	641	B47H
Kathy Overton, Library Assistant	639	B47F

FINANCE & ADMINISTRATIVE SUPPORT (Continued)	EXT.	ROOM #
Information Services		
Steve Ijames, Director	367	371A
Lisa Schmitt, Office Assistant	371	371
Nan Johnson, Data Entry Operator	360	392E
Ronnie Gaines, Systems Programmer	340	358B
Larry Butts, Telecommunications Specialist	339	358C
Ellen Haynes, Computer Operator	376	376
IIPS Team		
Philip Shepard, Supervisor Systems and Programming (PRIME)	348	392B
Joe Barefoot, Computer Systems Analyst	333	334H
Pat Hill, Computer Training Specialist	342	358A
Helen Pearce, Analyst Programmer	368	368
Julian Wingfield, Systems Analyst	324	348B
Jim Watkins, Analyst Programmer	335	334I
Arthur Hohnsbehn, Analyst Programmer	352	392F
Rick Bundy, Analyst Programmer	359	392M
Susan Bright, Analyst Programmer	331	348B
Paul Godley, Analyst Programmer	354	392M
Don Chandler, Computer Technical Writer	358	392G
IBM Team		
Carl Byers, Supervisor Statistical and Programming (IBM)	365	392I
Kathy Blake, Data Processing Coordinator	356	392H
VACANT, Data Processing Coordinator	350	392C
Dan Harris, Data Processing Assistant	345	358E
Glen Johnson, Analyst Programmer	366	392J
Sheuan-Ling Chen, Analyst Programmer	353	392L
Martha Howard, Data Processing Coordinator	355	392K
Margaret Perry, Data Processing Coordinator	351	392N
Dave Smith, Analyst Programmer	347	392A
Information Resource Center		
F. Milam Johnson, Information Resource Center Coordinator	280	280
Donna Watkins, Analyst Programmer	281	279
Mary Michniak, Coop. Student	281	281

PROGRAMS	EXT.	ROOM #
James G. Wingate, Vice President	413	401B
Judy Wilkerson, Executive Assistant	412	401C
VACANT, Associate Director, Tech Prep		
Professional Development/Developmental Education		
Bob Allen, Associate Director	403	401K
Ana Cuomo, Coordinator of Developmental Education	421	401M
Lynda Wilkins, Office Assistant	423	401L
Doris Nixon, Office Assistant	425	434B
Business and Industry Services		
Joe Sturdivant, Director	408	401F
Judy Strother, Office Assistant	417	401P
New Industry Training Coordinators		
Tom Bennett, Northeastern Region	405	401I
Rick Kimrey, Piedmont Region	*101-43 or	
Mitchell Community College, Statesville	(704) 878-3227	
Don Moore, Southeastern Region	406	401H
Bob Poore, Western Region, High Tech. Center		
Haywood Community College, Waynesville	(704) 452-1411	
Jean Overton, Assoc. Director, Small Business	409	401E
Peggy Walker, Office Assistant	418	401R
Glynda Lawrence, Associate Director	407	401G
Business and Industry Services		
Faye Steele, Office Assistant	416	401Q

PROGRAMS (Continued)	EXT.	ROOM #
Employment Readiness Programs		
Bill Pursell, Director	456	498
Judy Stephenson, Office Assistant	455	496
Stephanie Deese, Assoc. Director, JTPA Programs	448	489
Diannette Jackson, JTPA Coordinator	449	493
Bobbie Lancaster, Office Assistant	452	497
Audrey Foster, Processing Assistant	451	495
Peggy Graham, Assoc. Director, HRD and SLIAG Programs	453	499
Judy Stephenson, Office Assistant	455	496
J. W. Eades, Assoc. Director, Federal Voc. Ed.	445	485
Bernice Heller, Program Assistant	446	480
Allen McNeely, Coordinator, Fed. Voc. Ed.	443	486
Elizabeth Brown, Coordinator, MOA Voc. Ed.	444	483
Doris Jacobs, Coordinator, Sex Equity	411	401D
Special Programs		
Charles Barham, Director	460	473
Mary Ellen Stevens, Office Assistant	459	473
Ken Farmer, State Director for Fire Training	447	481
Mary Ellen Stevens, Office Assistant	459	473
Tracy McPherson, Coordinator, Correctional Educ.	404	401J
Mary Ellen Stevens, Office Assistant	459	473

PROGRAMS (Continued)	EXT.	ROOM #
Program Development Services		
Carolyn Girardeau, Associate Vice President for Program Development Services	401	434D
Deborah Ward, Administrative Secretary	402	434C
Donald Bradsher, Curriculum Information Specialist	440	460A
Jennifer Frazelle, Standards Coordinator	435	434N
Peggy Ball, Associate Director, General Education/ Service/Business	426	434E
Kathy Williams, Office Assistant	424	434A
Sharon Morrissey, Coordinator Business Education Programs	427	434F
Luby Weaver, Associate Director Agricultural and Public Service	439	434L
Judie Rounds, Office Assistant	434	434M
Mike Pittman, Coordinator Construction/Electrical/Electronics Trades	437	434K
Judie Rounds, Office Assistant	434	434N
Gerald Pumphrey, Coordinator, Transportation and Mechanical Manufacturing Programs	436	434J
Nancy Adams, Office Assistant	433	434N
VACANT, Program Coordinator, Cooperative Education Research and Development	435	434I
Nancy Adams, Office Assistant	433	434N
Elizabeth Jones, Associate Director Health Programs	428	434G
Susan Barbour, Office Assistant	430	434O
Julie Burnham, Program Coordinator Allied Health Programs	431	434H
Susan Barbour, Office Assistant	430	434O
Basic Skills		
Bobby Anderson, Associate Director	301	334C
Lisa Stell, Office Assistant	327	334A-3
VACANT, Coordinator, ABE	332	334G
Florence Taylor, Coordinator, ABE	329	334E
Karen O'Neal, Office Assistant	330	334F
Delane Boyer, Coordinator, GED and AHS	302	334B
Joy Matthews, Office Assistant	303	301J-2
Darlene Tart, GED/Competency Test Clerk	304	301J
James Camp, Training Specialist, ABE and Special Populations	337	334K
Lisa Stell, Office Assistant	327	334A-3

STUDENT DEVELOPMENT SERVICES	EXT.	ROOM #
Janice Kennedy-Sloan, Vice President	314	301C
Grace Hocutt, Executive Assistant	313	301D
Enrollment Management		
Catherine Church, Director	307	301I
Sheila Hohnsbehn, Student Services Assistant	308	301H
Student Progress (Monitoring)		
Terry Shelwood, Director	311	301F
Sheila Hohnsbehn, Student Services Assistant	308	301H
Student Support Services		
William Strickland, Director	322	301L
Lavee Stuckey, Student Services Assistant	319	301O
Student Access and Equity		
Morris Johnson, Director	309	301G
Lavee Stuckey, Student Services Assistant	319	301O

II. Program Briefs

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TECHNICAL/VOCATIONAL CURRICULUM PROGRAMS Contact: Carolyn Girardeau

The North Carolina Community College System offers over 1800 technical and vocational curriculum programs leading to certificates, diplomas and degrees under 273 titles.

Technical degree programs account for 1260 of these (175 titles) and lead to the Associate in Applied Science degree. A full-time student can typically complete these programs in two years (6-8 quarters). In addition to technical major coursework, these programs require a minimum of 18 quarter credit hours in general education (English, social science and humanities) and approximately 24-36 quarter credit hours in related courses (foundation courses in mathematics, science, and other related subjects.)

Vocational programs account for 635 of the occupational curriculums under 98 titles. These programs lead to a certificate or diploma and can be completed by a full-time student in one to four quarters. Vocational programs require up to 12 quarter credit hours (typically six) in general education and 12-18 quarter hours credit in related courses.

Certificate programs may consist of major courses from either a technical or vocational program and are usually 18 or more quarter hours credit in length.

In 1992-93 the system initiated 80 new vocational and technical curriculum programs and discontinued 41. These programs are established on the basis of local or regional labor market need and student demand. Each is approved by the State Board of Community Colleges through a regular program approval process at the request of an institution. Curriculums are designed by the institution with input from advisory committees of employers and practitioners, but the design must be consistent with a general framework established through the curriculum standards. Under a policy adopted by the state board in 1989, each of these programs must be reviewed by the college at least once every five years with regard to quality, student outcomes, cost effectiveness, etc.

Many of the programs are of regional interest and 93 of the programs are offered by only one institution in the system. Offerings are documented in a systemwide catalog and chart.

ACADEMIC CURRICULUM PROGRAMS

College level academic courses have been a part of the mission and programming of the N. C. Community College System from its inception in 1963. Currently, 44 of the fifty-eight colleges are authorized to offer college transfer programs leading to Associate in Arts, Associate in Science and Associate in Fine Arts Degrees. These degrees are fully transferable to most baccalaureate level colleges and universities. From time to time, the State Board of Community Colleges entertains proposals from additional colleges in the system to offer this program. These proposals are evaluated in terms of the need for the program, student demand for the program, the college's capacity to support a quality program, and the potential impact of the program on other colleges in the region.

The Associate in General Education degree is offered by 35 of the colleges. While this program is generally designed for the academic enrichment of students who may not seek to transfer, many of the courses in the program transfer through articulation agreements with senior colleges. In addition, 10 of the colleges offer this degree (or the college transfer Associate in Arts degree) under contract with a senior college.

	General Education (G-020)	Contracts With Senior Inst.	College Transfer
Alamance CC	X	UNC-Greensboro	
Anson CC	X		
Asheville-Buncombe TCC			X
Beaufort County CC	X		X
Bladen CC	X	UNC-Wilmington	
Blue Ridge CC			X
Brunswick CC	X	UNC-Wilmington	
Caldwell CC & TI			X
Cape Fear CC	X		X
Carteret CC		ECU-Greenville*	X
Catawba Valley CC			X
Central Carolina CC	X	Campbell Univ.	
Central Piedmont CC	X		X
Cleveland CC	X		X
Coastal Carolina CC			X
College of The Albemarle	X		X
Craven CC	X		X
Davidson County CC			X
Durham TCC	X		X
Edgecombe CC			X
Fayetteville TCC	X		X
Forsyth TCC			X
Gaston College			X
Guilford TCC	v		X
Halifax CC			X

	General Education (G-020)	Gen.Ed. Contracts with Senior Inst.	College Transfer
Haywood CC	X	Western Carolina University	
Isothermal CC	X		X
James Sprunt CC	X		X
Johnston CC	X	ECU-Greenville	
Lenoir CC			X
Martin CC	X		X
Mayland CC	X		
McDowell TCC	X		X
Mitchell CC			X
Montgomery CC	X		X
Nash CC			X
Pamlico CC	X	ECU-Greenville	
Piedmont CC	X	UNC-Greensboro	
Pitt CC			X
Randolph CC	X	UNC-Greensboro	
Richmond CC			X
Roanoke-Chowan CC	X	ECU-Greenville	
Robeson CC	X		X
Rockingham CC	X		X
Rowan-Cabarrus CC			X
Sampson CC	X	UNC-Wilmington	X
Sandhills CC	X		X
Southeastern CC			X
Southwestern CC	X		X
Stanly CC			X
Surry CC			X
Tri-County CC	X		X
Vance-Granville CC			X
Wake TCC	X		X
Wayne CC			X
Western Piedmont CC	X		X
Wilkes CC			X
Wilson County TC	X		

ACCREDITING AGENCIES OF CURRICULUM PROGRAMS

American Association of Medical Assistants
American Association of Respiratory Technician
American Bar Association
American Board of Funeral Service Education
American Dental Association
American Institute of Banking
American Medical Association
American Medical Association - Operating Room Technicians
American Medical Records Association
American Occupational Therapy Association
American Physical Therapy Association
American Society of Hospital Pharmacies
Association of Surgical Technologists
Automotive Service Excellence
Commission on Opticianary Accreditation
Committee on Allied Health Education and Accreditation
Committee on Veterinary Technician Education and Activities
Federal Aviation Agency
Joint Review Committee on Education in Radiologic Technology
National Accrediting Agency for Clinical Laboratory Sciences
North Carolina State Board of Embalmers
North Carolina Board of Nursing
NC Department of Justice, Criminal Justice Standards Division
North Carolina Real Estate Commission
North Carolina Substance Abuse Certification Board *
North Carolina Office of Emergency Medical Services
North Carolina Real Estate Licensing Board
North Carolina State Board of Cosmetic Arts
North Carolina State Board of Mortuary Science *
National League for Nursing
Southern Association of Colleges and Schools
Society of American Foresters
Technology Accreditation Commission/Accreditation Board for Engineering and Technology

* Gives approval not accreditation.

BASIC SKILLS Contact: Bobby Anderson

One of the primary missions of the community college system is the offering of educational opportunities for adults 16 years of age and older who are out of school. The system provides educational opportunities through four major literacy components, consisting of 19,949 classes located at work sites, churches, community centers, schools, libraries, sheltered workshops, prisons and the community college campuses.

Adult Basic Education. This program addresses the needs of adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society. Adults also enroll in the program if their lack of mastery of basic skills results in an inability to speak, read, or write the English language. These barriers generally constitute a substantial impairment of their ability to get or retain employment commensurate with their real ability. ABE can help to eliminate these inabilities and raise the level of education of such individuals with a view toward making them less likely to become dependent on others.

Adult High School. This program consists of two components: the General Educational Development (GED) program and the Adult High School Diploma program. These components provide for the completion of an academic high school education for all non-high school graduates who are at least 18 years old and for individuals between 16 and 18 years old with special needs.

The GED testing program is operated jointly by the American Council on Education and the State Board of Community Colleges. There are GED testing centers at all community colleges.

The Adult High School Diploma program operates through an agreement of affiliation between the boards of trustees of the local community colleges and the local boards of education.

Compensatory Education. This is a program to compensate those mentally retarded adults who have not had an education or received an inadequate one. It focuses on the skills needed by mentally retarded adults to function as independently as possible. The program assumes an end result of productivity, employment, independence and self-sufficiency for its clientele.

Enrollments. (Programs are duplicated across type and will not add up to the total)

Year	ABE	AHSP	GED	CED	TOTAL
1988-89	56,055	17,517	22,160	8,508	96,680
1989-90	64,869	19,350	23,911	8,731	109,415
1990-91	73,535	20,667	25,844	8,436	120,043
1991-92	77,005	20,955	29,258	8,137	125,660
1992-93	79,358	20,481	29,461	7,989	126,267

OCCUPATIONAL EXTENSION Contact: Carolyn Girardeau

One of the major missions of the community college system is to provide opportunities for the citizens to prepare for new occupational opportunities or to upgrade their knowledge and skills in their current employment. These opportunities are provided through single courses or a series of courses specifically designed for an occupation.

These courses are designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. They are offered to people in all technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Most occupational extension courses are developed and taught on request from a group or an employer. Courses are usually offered at a time and place convenient to the employee and/or employer. In 1992-93 there were 287,719 (18,903 FTE) enrollees in the occupational extension courses.

YEAR	ENROLLMENT	FULL-TIME EQUIVALENT STUDENTS
1988-89	272,077	18,161
1989-90	290,636	20,243
1990-91	282,623	20,024
1991-92	289,087	21,890
1992-93	287,719	18,903

COMMUNITY SERVICE Contact: Chuck Barham

Community service programs are designed to provide courses, seminars, and activities that (1) contribute to the community's overall cultural, civic and intellectual growth; and (2) assist adults in the development of new skills or the upgrading of existing ones in their avocational, academic, and practical skills areas.

Academic Courses are designed to serve the academic needs of adult citizens. Courses include humanities, mathematics and science, and social science.

Practical Skills Courses are designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation, but may supplement income or may reasonably lead to employment.

Avocational Courses are designed to focus on an individual's personal or leisure needs rather than their occupation.

Cultural and Civic Activities are provided by the colleges to meet community needs. These activities include lecture and concert series, art shows, seminars, and exhibitions.

Each college must address community service programs in the institutional effectiveness plans which are submitted annually to the Department of Community Colleges.

HUMAN RESOURCES DEVELOPMENT PROGRAM Contact: Peggy Graham

For 23 years, the Human Resources Development Program (HRD) has offered prevocational training, counseling and assistance in jobs placement or further educational training for unemployed and underemployed adults in North Carolina. The state funded program is offered at 44 of the 58 community colleges.

HRD training focuses on the development of basic workplace skills which are key to employment readiness. These skills include:

Interpersonal skills and group effectiveness;
Motivation and goal setting skills;
Listening and oral communication skills;
Problem-solving skills;
Assessment of career and employment goals; and
Active job search.

Following the completion of HRD training, graduates of the program are helped in their search for a job or enrollment in additional training. All program graduates continue to receive career and educational counseling and further placement help as needed for twelve months after graduation.

Performance indicators for the program are positive:

- Since 1975, 94,278 students have enrolled in the program and enrollments in 1992-93 equaled 8,565;

- A total of 31,580 program graduates have gained employment during the past 18 years, with 1,958 job placements during this past year;

- Between 1975-1992, 20,404 HRD graduates enrolled in vocational, technical or occupational extension courses after completing the program and in 1992-93, 1,656 graduates enrolled in these training courses;

- In addition, 6,075 graduates also enrolled in ABE, AHSD, or GED training between 1975-92 with 933 graduates enrolling in these courses in 1992;

- Between 1975-1992 HRD staff also provided counseling and placement assistance to 64,698 graduates receiving follow-up services, 6,191 of these in 1992-93;

- In the past 18 years, program graduates have increased their income by $147 million and had a reduction in public assistance payments of $20 million. 1992-93 graduates had increased income of $9.7 million and reduced public assistance payments of over $700,000;

- Compared to the state cost of $53 million from 1975-1992, the return on the state investment has consistently been over 200 percent annually; and

- Program funding now stands at $4.5 million for 1993-94.

EDUCATIONAL NETWORK (NC-EDNET) Contact: Parks Todd

The system's EDucational NETwork (NC-EDNET) is an audio and video telecommunications network that provides a distance education capability to each of the 58 colleges. It unites the community colleges into a partnership for the production, reception, and coordination of educational services delivered through telecommunications technology.

EDNET provides the following services to the N. C. Community College System:

The production of programming: Most of the emphasis is on interactive video teleconferences aimed at meeting the needs of students, faculty, staff, and administrators. The production work is done largely by students, staff, and faculty of the colleges, thereby saving money and providing valuable experience and training to our own people. The events are distributed via satellite to all 58 community colleges. Two NC-EDNET teleconferences have received national awards. NC-EDNET also produces short-course and supplementary video material and other projects for the department and the system. "Community College Report" is an every-other-month program of news and features from around the system. To the best of our knowledge, it is the only such program produced by a community college system in the nation.

The bulk purchase of programming and services: Under a "wholesale" contract negotiated with PBS and other distributors/producers in cooperation with the UNC Center for Public Television, NC-EDNET pays the license fee covering the 58 community colleges for 352 telecourses at a savings of approximately $100,000 over what it would have cost the colleges under separate contracts. Over 5,000 students will be enrolled in telecourses during the current academic year. A blanket license covering all community colleges for a production music service has been negotiated at substantial savings.

Assistance in developing local two-way video networks for distance learning: Although the educational community will still be using satellite technology and public broadcasting into the next century, the next advance in distance learning is two-way interactive video based on fiber optic technology. Three community colleges are interconnected, via the Vision Carolina networks and CONCERT, with each other and with the major research universities and medical centers throughout the state. They are also interconnected with several public schools in their service areas.

<u>System Telecommunications Resources</u>

In addition to the satellite system linking all community colleges and the Vision Carolina networks, the system has:

Thirteen (13) dedicated community cable channels that go into more than 255,000 homes.

Two high-power FM radio stations affiliated with National Public Radio and three low-power FM stations.

Approximately 25 video/TV studios.

Production capabilities ranging from broadcast quality at a few colleges to professional-level audio-visual capabilities at almost every college.

A distance learning system enables the total educational community to:

* Share instructional programs.

* Participate in interactive video teleconferences.

* Share expertise in order to improve production capabilities.

* Cooperate in the use of facilities and equipment.

* Realize savings through the bulk or wholesale purchase of licenses for programs and services.

The North Carolina Information Highway

The North Carolina Information Highway (NCIH) is the most important development in telecommunications in decades. Thirteen community colleges and DCC will join the NCIH in August 1994. Nine additional colleges will join in January 1995. These sites will have two-way interactive video and high-speed data connectivity with each other and with a number of high schools, medical centers, and all campuses of the University of North Carolina System.

NEW AND EXPANDING INDUSTRY PROGRAM Contact: Joe Sturdivant

More than half of the Fortune 500 companies now have at least one manufacturing plant in North Carolina, and the state continues to enjoy one of the highest rates of industrial growth in the nation. These new companies, employing thousands of North Carolinians, consistently cite the N. C. Community College System's proven ability to train workers for jobs in new industries as one of their primary reasons for locating here.

Since 1963, the New and Expanding Industries program has trained more than 300,000 employees in skills needed by approximately 3,000 companies. It was the nation's first training program designed expressly to support industrial growth, and has served as a model for other states to follow. Its success can be measured in dollars and cents. In four of the last five years North Carolina has led the nation as the first choice in location of major new manufacturing facilities.

The training program, totally state-funded, is an incentive to industry to create more jobs in North Carolina. Traditionally, North Carolina has resisted some of the strategies used by other states in attracting industry, such as tax incentives and special financing. Instead, the state has elected to build its eminently successful development program on providing responsive and responsible services through such organizations as the community college system.

The New and Expanding Industries program is available to any new or expanding industry creating a minimum of 12 new jobs in North Carolina or to any prospective employee referred for training by the participating company or its employment agent.

The versatility of the program is its strongest point. Regardless of the company's location, size, product or service, one of the 58 institutions in the community college system will provide it with a custom-designed employee training program at virtually no cost to the company.

Through the New and Expanding Industries program, industrial training specialists are available to visit existing company operations and study the job skills, work schedules, production processes and other pertinent variables necessary in designing a training program suited specifically to that company's needs.

If the job can be defined, it can be arranged into a logical learning sequence and taught at the campus closest to the company, at the plant itself or in special facilities. Instructors may be provided by the college, selected from company ranks or recruited elsewhere. Employees may be hired before or after training.

Using state funds exclusively, the program provides for instructors' wages and travel expenses (even if the instructor is a company employee), for classroom materials, for a suitable training facility and for some non-salvageable production materials used in training.

This program for new and expanding industries will continue, as it has for more than 30 years, to reaffirm the basic commitment of the North Carolina Community College System to serving the business community with meaningful and effective training services.

New & Expanding Industry Training

Year	# of Projects	Total Expenditures	# of Trainees	Avg. Cost Per Trainee
1992-93	160	$6,185,847	16,640	$371.75
1991-92	151	$5,484,869	15,738	$348.51
1990-91	140	$5,400,630	14,857	$363.51
1989-90	165	$7,828,250	16,807	$465.77
1988-89	149	8,938,463	16,833	$531.01

FOCUSED INDUSTRIAL TRAINING CENTERS Contact: Glynda Lawrence

As the state's traditional industries update their operations to take advantage of rapidly evolving technology, many of them turn to the N. C. Community College System for help in training their workers in the skills the new technologies demand. Since 1981 over 75,000 workers, in nearly 8,000 industries, have participated in the Focused Industrial Training (FIT) program.

FIT furnishes dedicated resources to the colleges to assess and address training needs in industry. To the extent that it uses grant funds not subject to the enrollment constraints typical of regular FTE-generated funds, FIT enlarges the colleges' response capacity to offer customized, small enrollment classes in skills critical to a particular company.

This year, for FIT activities, thirty-one colleges have been awarded an annual grant averaging $90,000. The department also maintains a "balance-of-state" fund that allows colleges that do not have a designated FIT Center to access on a project-by-project basis. These classes, primarily directed toward veteran workers in critical occupations who need to renew their skills and technical knowledge, are planned jointly by the sponsoring college and the participating industry to assure training is focused on the reality of each job.

Each FIT center is operated by a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. They conduct and analyze surveys within companies, develop and administer pre- and post-training tests to evaluate skills, determine skill and knowledge content of jobs and organize that content into a learning sequence, then jointly plan training that cannot be addressed through other existing occupational programs.

Emphasis is placed on training employees involved in metalworking, industrial maintenance, production technologies, and other occupations critical to a company's operation. Training in soft skills is increasing as organizations are moving to team environments in order to enhance their competiveness.

Year	# of FIT Centers	# of Industries	Total # of Trainees	Total # of Skills Classes
1988-89	24	883	6,559	707
1989-90	29	954	8,861	892
1990-91	29	794	8,906	1,027
1991-92	31	1,062	11,461	1,057
1992-93	31	1,225	12,510	1,122
TOTAL		4,918	48,297	4,805

SMALL BUSINESS NETWORK Contact: Jean Overton

The North Carolina Community College Small Business Center Network consists of 53 Small Business Centers. The Network provides one-on-one entrepreneurial services, resources, and practical short-term educational programs for helping businesses start-up, operate or expand.

The Small Business Center Network enhances economic development in North Carolina through its mission: to increase the success rate of entrepreneurs by assisting prospective and established small business persons to reach their full potential, utilizing all resources available to the Network.

Client services and programs offered at little or no cost through the 53 Centers include the following:

Educational Opportunities - seminars/workshops and courses on the how-to of business operations including business planning, management, finance, computers/software, communications, taxes, behavioral needs, and specialty (technical and targeted market) needs. Through six regional centers, the Network also offers the Export Outreach Program, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information.

One-on-One Assistance - consultations and referrals, including business planning; focus groups and roundtable discussion groups; and community-based networking and linkages.

Resource & Information Center - printed and audiovisual materials; computer and software accessibility; computer network linkages - local, state, national and international; teleconference capability; and data base access.

Business and Computer Expos - annual events in cooperation with local chambers of commerce, businesses, trade and community organizations.

The first step to business success requires a collaborative effort of the Centers with business and community leaders in providing assistance and opportunities for existing and potential companies in a business environment that is focused on "global economic competiveness."

The Small Business Centers are granted $50,000 per year with minimum increases in salary; $7,000 is allocated for instructional and contractual services. Funding for the network was first appropriated in March 1984 to eight colleges.

STATISTICAL SUMMARY REPORT
SMALL BUSINESS CENTERS
1981-1992

Year	No. of Centers	Seminars/Workshops	Participants
1981-84	8	123	3,296
1984-85	14	476	11,550
1985-86	20	563	13,556
1986-87	34	1,111	27,531
1987-88	40	1,368	32,654
1988-89	50	1,682	36,161
1989-90	50	1,979	43,736
1990-91	50	2,257	43,563
1991-92	53	2,254	45,981
1992-93	53	2,360	46,511
TOTAL	--	14,173	304,539

Year	Counseling	Referrals	Total All Clients
1984	N/A	N/A	3,296
1984-85	1,779	1,338	14,667
1985-86	3,658	4,492	21,706
1986-87	4,751	3,371	35,653
1987-88	5,384	4,541	42,579
1988-89	7,389	5,508	49,058
1989-90	7,098	5,998	56,832
1990-91	4,816 (One-On-One session) 4,640 (Telephone session)	6,143	59,162
1991-92	4,993 (One-On-One session) 10,479 (Telephone session)	14,101	75,554
1992-93	5,080 (One-on-One session) 7,842 (Telephone session)	7,447	66,880
TOTAL	**67,909**	**52,939**	**422,091**

IN-PLANT TRAINING PROGRAM Contact: Glynda Lawrence

The in-plant training program enables the colleges to assist manufacturing, service, and/or governmental organizations with in-service training of their employees. This occupational extension training includes involvement in five areas: industry, business, health, government and agriculture. Training occurs in the facilities or at the site in which an organization normally operates, usually at the employee's assigned work station. This method of delivering skills training works very well for companies where it is not feasible to duplicate the training environment in an institutional setting.

Production industries continue to benefit most from in-plant training. On-the-job training continues to be utilized in all sectors for training of new hires and in the retraining of veteran workers.

YEAR	# OF ORGANIZATIONS SERVED	# OF TRAINEES
1988-89	580	6,282
1989-90	188	12,537
1990-91	135	8,518
1991-92	205	9,575
1992-93	38	874

JOB TRAINING PARTNERSHIP ACT Contact: Stephanie Deese

The JTPA program services section is responsible for the administration of the departmental Job Training Partnership Act (JTPA) program.

The JTPA is a federal law which was enacted in 1982, and recently amended in 1993, to provide funds to the states to support job training programs. It is a part of a long history of federal job training programs intended to help citizens keep pace with advancing technology and lead more productive lives. It differs from its predecessors in its strong emphasis on meeting the training needs and stan-dards of the business community. At the same time, it offers education and training services to prepare eligible individuals, (i.e., persons who are 16 or older) and who are considered economically disadvantaged and/or who have certain barriers to employment, to become valuable employees of businesses in their communities. The services provided include basic education, training, counseling, support services, and screening for appropriate job placement.

The department annually receives a portion of the funds provided under the "Education Coordination and Grants" section (commonly referred to as the "8 percent funds) of the JTPA. These funds are utilized to promote coordination between the department and other state agencies involved in employment and training activities and to provide assistance to interested local community colleges and other local agencies similarly involved in such programs. In addition, the department receives program funds which are granted to select local colleges for the implementation of appropriate employment and training programs.

During the 1992-93 year the department has at its disposal $175,967 to support the state level coordination activities and $974,506 to support local innovative training/educational programs in the colleges.

COORDINATION ACTIVITIES

Activities to fulfill the section's responsibilities to assist in the coordination of employment and training programs on the local level have included the provision of technical assistance to the colleges in the community college system as they work with the local JTPA service delivery areas (SDAs) and private industry councils (PICs) which are the local entities for the implementation of JTPA programs. During the early years of the program, this technical assistance focused primarily on basic information; since the program has come of age, this technical assistance is now centered in the provision of more sophisticated information regarding the coordination of JTPA programs with the more traditional offerings within the community college system. In addition to on-site visitation by the sectional staff members, regional and statewide workshops are held periodically to assist in the transmission of this information.

In addition to the above and in an attempt to assure that coordination between the local community colleges and other agencies involved in employment and training activities takes place, the section via a request for proposal (RFP) process has historically required that the appropriate local

SDA and its PIC review and concur with proposed programs prior to submission of proposals to the department.

Coordination on the state level consists mainly of service by staff members serving on numerous and various committees and bodies concerned with employment and training. These committees include the State Job Training Council and its Interagency Coordinating Committee, Performance Evaluation Committee, Older Workers Committee, Welfare Reform Committee, the Department of Commerce's Rapid Response Team, the Department of Human Services' Welfare Reform Advisory Committee, the Interagency Transportation Review Committee, and others.

GRANTS PROGRAM ACTIVITIES

As in prior years, for the 1992-93 year, the section issued a request for proposals to the colleges in the system soliciting proposals to operate JTPA programs utilizing the education coordination and grants funds. Thirty-five proposals were received, evaluated, and ranked. The State Board of Community Colleges has approved 36 separate projects in 34 local colleges utilizing the $974,506 available. These projects will serve approximately 2,000 participants.

In addition to providing the necessary technical assistance to the local colleges in the operation of the funded programs, the section conducts on-going program monitoring. This monitoring is aimed at assuring that individuals enrolled in the programs are eligible to receive services and that proper records and documentation of activities are retained by the local colleges.

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Contact: J.W. Eades

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational, training, and retraining skill competencies needed to work in a technologically advanced society.

The primary resources which are available for support of local federally assisted vocational education programs are provided under the Carl D. Perkins Vocational and Applied Technology Education Act. The N.C. Community College System receives one-third of the state's approximately $33,000,000 or or approximately $11,000,000.

Key Elements in the Act:

The Act --

* Requires that the federal funds provided under the Act be allocated to local community colleges by a formula which requires the funds be distributed based upon the number of Pell Grant recipients in a local community college as a percentage of such recipients in the system; it also requires that no grant under this part be provided to any institution which would receive less than $50,000 under this formula distribution. (This has had a negative impact on several community colleges in the North Carolina system.)

* Places major emphasis on the interpretation and mutual reinforcement of academic and vocational competencies with a special emphasis on technologies.

* Eliminates many of the fiscal constraints such as matching and excess cost requirements.

* Maintains a strong emphasis on special population groups (the handicapped, educationally and economically disadvantaged, including individuals of limited English proficiency, individuals in programs designed to eliminate sex bias, and individuals in correctional institutions) while, at the same time, eliminating the categorical formula funding for the handicapped, disadvantaged and persons with limited English proficiency.

* Provides greater accountability by requiring the measurement of student achievement against a set of performance standards which were implemented as of September, 1992.

CORRECTIONAL EDUCATION Contact: Tracy McPherson

Correctional education includes classes offered by the North Carolina Community College System (CCS) to adult inmates incarcerated in correctional facilities operated by the Department of Correction (DOC).

Definition: Correctional education in N.C. "shall be for the purpose of providing basic skills, occupational continuing education, vocational, technical, and post-secondary academic education that enables inmates to enhance and maintain their personal growth and development in order that they function effectively in prison and upon returning to the community. All courses and programs provided through the CCS shall be appropriate to these purposes and shall not be designed for population control, therapy, recreation, production processes of the enterprise operations of the correction facility, or other purposes which may be legitimate objectives of DOC program efforts." (Oct. 22, 1992 Cooperative Agreement, p. 4)

State-level Planning and Coordination: In response to House Bill 50 (1987 General Assembly), the CCS and the DOC have developed a state correctional education plan to ensure that an educational program for inmates is provided at each state correctional facility. Courses and/or programs have been designed to reflect the definition of correctional education stated above and to support each unit's educational objectives. A DCC/DOC Interagency Committee plans and monitors correctional education programming in the state.

On October 22, 1992, a policy manual entitled Cooperative Agreement Between The North Carolina Department of Community Colleges and The North Carolina Department of Correction On The Programming Of Correctional Education went into effect, covering such items as the course approval process, funding, data reporting and student transcripts.

In June 1993, in response to a special provision from the General Assembly, System President Robert W. Scott created a statewide Prison Education Task Force to develop a plan for appropriate education in the state's correctional facilities. Upon approval by the State Board of Community Colleges, the plan will go to the General Assembly in May of 1994.

Programming: In academic year 1992-93, 33 community colleges offered curriculum-level instruction in N.C. correctional facilities. In that same year, 46 community colleges provided continuing education offerings

Correctional Education Enrollment

	1991-92	1992-93
Extension:		
Headcount (Duplicated)	39,001	41,372
Hours	2,300,143	2,501,942
FTE	3,267	3,554
Curriculum:		
Headcount (Duplicated)	24,341	27,132
Hours	2,084,965	2,260,661
FTE	2,962	3,211

(data from DCC Information Services reports CC517IMM.MP and CC507IMM.MP)

PROPRIETARY SCHOOLS LICENSURE Contact: Neill McLeod

Proprietary schools are for-profit businesses which provide education and training. They may be privately owned, a partnership or a corporation.

Under Article 8 of N.C.G.S. 115D, the State Board of Community Colleges is charged with the responsibility for licensing certain proprietary business, trade and correspondence schools in North Carolina. This responsibility was transferred from the State Board of Education by action of the General Assembly in 1987. This action was taken because the State Board of Community Colleges is often referred to as the "occupational board," and it and the system it governs possess the expertise to make informed decisions regarding business, trade and correspondence school education.

The State Board of Community Colleges, along with six other state boards or agencies, is charged with regulating the proprietary school industry in North Carolina. Others include:

Department of Motor Vehicles - Truck Driving Schools
Division of Facility Services - Nurse Aide I Programs
N. C. Board of Barber Examiners - Barber Schools
N. C. Board of Cosmetic Art Examiners - Beauty Schools
N. C. Board of Nursing - Nurse Aide II and Nursing Programs
UNC Board of Governors - Degree-Granting Programs

The initial licensing process consists of four phases and may take between four and six months because of the investigations and reviews required. To be licensed, proprietary schools must pay an initial licensing fee of $750 a renewal fee of $500 each year thereafter and meet the general requirements for licensing including standards for program and course offerings, facilities, financial stability, personnel, and operating practices.

Current Status of Licensed Schools

Licenses	34
Business Schools	20
	1 degree-granting with authority from UNC Board of Governors
Correspondence Schools	2
Trade Schools	8
Technical Schools	4

FIRE & RESCUE TRAINING SERVICES Contact: Ken Farmer

The North Carolina Department of Community Colleges provides training to almost 109,000 students who serve as both paid and volunteer fire fighters and members of rescue squads in the state. Training is provided in over 220 different subject areas. This training serves to improve the fire fighters' skills and education in areas such as basic firefighting & rescue to advanced management training. Service certification is provided in the areas of basic skills, public education, driver-operator, hazardous materials and arson investigation rescue, and instructional techniques. Several programs are now offered in speciality areas such as advanced rescue techniques, incident command, leadership and management training.

Training is delivered in local fire departments and community colleges. Classes are conducted during the day, evenings and on weekends to meet varing student needs. Twenty-four regional training seminars are offered by various community colleges where classes are provided during a weekend for the accessibility of volunteer fire & rescue personnel.

All training is provided for without fees to members of local fire departments.

Fire Training Program Statistics:
Class Hours, Students, and FTE

	Class Hours	Students	FTE
1988-89	46,031	73,248	1,283
1989-90	48,888	82,530	1,278
1990-91	54,780	94,707	1,419
1991-92	64,552	106,856	1,823
1992-93	66,346	108,779	1,830

III. Finance/Facilities/Equipment

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OVERVIEW OF COMMUNITY COLLEGE BUDGET PROCESS

Community Colleges are funded by the General Assembly based on the average number of full-time equivalent students (FTE) for the year which is converted to dollars by formula. The essential elements of this process are outlined below:

1) One student who takes 16 hours of class work for one quarter (or 11 weeks) generates 176 hours. If this same student attends classes for one year (4 quarters), the student would generate 704 hours which is equivalent to one annual FTE.

   1 Quarterly FTE = 16 hrs. X 11 wks. = 176 hours

   1 Annual FTE = 176 hrs. X 4 qts. = 704 hours

   In order for an institution to generate budget, approximately 21 FTE's must be generated before an instructional unit can be allocated. Each year the dollar amount for curriculum (credit) and extension (no-credit) changes depending on funds available.

2) The actual dollar amount paid to each institution by the state for each FTE earned is determined by the amount of money appropriated by the General Assembly for this purpose. Therefore, it varies from year to year. It is also different for FTE's earned by students in curriculum (degree or certificate) programs and continuting education or extension programs. (If the legislature fails to increase funding as enrollments increase, the institutions do not receive funds for the full number of FTE credits earned.)

3) FTE funds are to be used for current operating expenses such as instructional salaries, supplies and travel, administration, clerical and fiscal support, counselors, librarians, financial aid, placement and other personnel performing services for students. An average of 90-92 percent of these funds are used for salaries.

4) The majority of funds (90%) are allocated to the colleges based on applicable FTE formulas. Current operating funds are allotted based on FTE generated in the curriculum programs for the preceding academic year (Fall, Winter, Spring). Continuing Education funds are based on FTE earned in the previous Spring, Summer, Fall and Winter quarters. Continuing Education Programs include Occupational Extension and Literacy Education. Funds for Community Service Programs are allotted as a block grant and can be used only for community service programs. These programs do not generate budget FTE.

5) Funds allotted for educational equipment and library books are based on a weighted FTE formula. The previous calendar year's FTE, Winter, Spring, Summer, Fall, are used in determining the fund distribution. Funds allotted for these purposes cannot be transferred to other areas.

6) Funds set aside for the Human Resources Development Program are allotted by distributing one-third of the available funds for program maintenance, one-third for FTE earned, and one-third for performance earned back. These funds are restricted and cannot be used for other purposes.

7) The other State Aid funds are distributed based on either project proposals or some modified FTE formulas. Funds set-aside for categorical programming must be used for those purposes.

8) FTE funds may NOT be used for utilities (including telephone) or plant maintenance. These costs must be paid from local sources.

9) Some kinds of classes must be "self-supporting" if offered. That is, instructional costs of recreational courses must be paid from fees charged.

DISPOSITION OF FUNDS, YEAR ENDING JUNE 30, 1993

A. Payments to Colleges

1. Regular Programs	$436,967,020.82
2. Equipment and Books	26,902,397.97
3. Vocational Education-Special Projects	564,503.11
4. Adult Literacy Education-Special Projects	1,961,948.82
5. JTPA Programs	740,661.51
6. SLIAG Projects	344,809.47
7. State Board Reserve Projects	775,100.87
8. Special Allotments	1,063,035.74
9. Capital Improvement	761,826.98
10. Appalachian Regional Development Act	88,661.90
Total Payments to Colleges	$470,169,967.19

B. State Level Expenditures

Direct Costs

1. General Administration	$ 2,019,065.33
2. Finance	3,929,324.53
3. Student Development Services	463,386.31
4. Program Services	3,023,894.15
5. Unallotted Expenses	5,207,785.18
6. Equipment	199,967.47
Total State Level Direct Costs	$ 14,843,422.97

Indirect Costs

1. Adult Basic Education-Homeless	$ 902.02
2. Adult Basic Education	74,439.04
3. Vocational Education	63,952.21
4. JTPA	40,888.23
5. Cooperative Education	5,324.05
Total State Level Indirect Costs	$ 185,505.55
Total State Level Expenditures	$ 15,028,928.52

C. Unexpended Balances

1. State - Current Operations & Capital Outlay	$ 7,084,320.46
2. Capital Improvement	1,911,188.94
Total Unexpended Balances	$ 8,995,509.40
Total Expenditures and Balances	$494,194,405.11

SOURCE OF FUNDS, YEAR ENDING JUNE 30, 1993

A. Current Operations & Capital Outlay	
1. Appropriations	$398,021,824.00
2. Receipts	
a. College Receipts	$ 67,746,332.05
b. Gifts and Grants	5,000.00
c. ABE Homeless	469,434.15
d. Adult Education Act	7,582,740.17
e. Learning Disability	19,093.10
f. Cooperative Education	71,874.62
g. Reimbursement-Miscellaneous	93.15
h. Appalachian Regional Development Act	88,661.90
i. Employees on Loan	4,126.43
j. Vocational Education Act	9,721,272.22
k. Transfer-Indirect Cost	46,017.97
l. Transfer-26800	1,710,434.51
m. State Legalization Impact Assistance Grant	344,809.47
n. Job Training Partnership Act	954,542.14
o. Transfer-Prior Year	2,421,917.00
p. Motorcycle Training	205,137.54
q. Registration Fees	81,710.90
r. Sale of Equipment	1,221.60
s. Refund-Cape Fear	9,257.00
t. Refund-Prior Year	26,626.78
u. Transfer-Propriety Schools	12,144.49
v. Child Care Credential	24,600.00
w. Refund-Guilford	1,980.00
x. ABE - Earned Prior Year	1,762,679.00
y. Refund-New Industry	187,730.00
z. Refund-JTPA	129.00
Total Receipts	$ 93,499,565.19
Total Current Operations & Capital Outlay	$491,521,389.19
B. Capital Improvements	
1. Balance July 1, 1992	$ 1,743,015.92
2. Appropriation	930,000.00
Total Capital Improvements	$ 2,673,015.92
Total Appropriations and Receipts	$494,194,405.11

REGULAR PROGRAM COST BY PURPOSE
YEAR ENDED JUNE 30, 1993

OBJECTS		EXPENDITURES		TOTAL COST	
10	GENERAL ADMINISTRATION				
	110 General Admin.	$ 27,456,267.53		6.28%	
	Total General Admin.		$ 27,456,267.53		6.28%
20	CURRICULUM INSTRUCTION				
	210 College Transfer	$ 33,399,129.85		7.64%	
	220 Technical Education	125,125,301.14		28.63%	
	230 Vocational Education	40,863,570.50		9.35%	
	240 General Education	8,132,879.97		1.86%	
	280 Curriculum Supervision	22,220,519.45		5.09%	
	Total Curriculum Instr.		$229,741,400.91		52.57%
30	NON-CURRICULUM INSTR.				
	310 Occupational Ext.	$ 18,920,699.64		4.33%	
	321 Adult Basic Educ.	16,685,700.21		3.82%	
	322 Adult High School/GED	7,164,929.85		1.64%	
	323 Compensatory Educ.	4,701,624.15		1.08%	
	331 Avocational Ext.	2,048,329.09		.47%	
	332 Practical Skills	952,143.84		.22%	
	333 Academic Extension	526,093.17		.12%	
	334 Visiting Artist	464,543.99		.11%	
	340 Non-Curr. Supervision	21,496,921.38		4.92%	
	350 Human Resource Devel.	4,060,343.47		.93%	
	360 New Industry Training	5,984,509.15		1.37%	
	370 Small Bus. Training	2,868,684.75		.66%	
	390 CED Special Project	804,316.62		.18%	
	Total Non-Curr. Instr.		$ 86,678,839.31		19.85%
40	LEARNING RESOURCES				
	410 Library	$ 14,692,896.34		3.36%	
	420 Individ. Inst. Ctr.	2,064,372.07		.47%	
	Total Learning Resources		$ 16,757,268.41		3.83%
50	STUDENT SERVICES				
	510 Student Services	$ 34,802,475.92		7.97%	
	520 Sin.Par./Displaced Hmks	1,977,451.93		.45%	
	Total Sudent Services		$ 36,779,927.85		8.42%
60	PLANT OPERATION & MAINTENANCE				
	610 Operation	$ 716,236.94		.16%	
	620 Maintenance	166,712.10		.04%	
	Total Plant Oper. & Maint.		$ 882,949.04		0.20%
70	GENERAL INSTITUTION				
	710 General Institution	$ 37,737,003.88		8.64%	
	730 Staff Development	933,363.89		.21%	
	Total General Institution		$ 38,670,367.77		8.85%
TOTAL CURRENT EXPENSE			$436,967,020.82		100.00%

DESCRIPTION OF STATE LEVEL EXPENDITURES

1. General Administration
   The funds expended in this area include the President's Office, Governmental Affairs, Board Affairs, Legal Affairs, Administration, Planning and Research, Program Audits, Personnel, Public Affairs, and Special Programs Administration.

2. Finance
   The funds expended in this area include Finance Administration, Auditing and Accounting, JTPA-Fiscal Administration, Departmental Services, Publications, Telecommunications, Facility and Property Services, Information Services, Institutional Services, and Library Services.

3. Adult and Continuing Education
   The funds expended in this area include Student Development Services, Enrollment Management, Student Progress, Student Support Services, and Student Access.

4. Program Services
   The funds expended in this area include Program Services Administration, Special Programs, Program Development Services, Professional Development, Employee Readiness, JTPA-Technical Assistance, Vocational Education, Sex Equity, Business and Industry Services, Existing Industry, Small Business Services, Basic Skills, Adult Basic Education, Adult High School/GED, and Special Populations Training.

5. Unallotted Expenses
   The funds expended represent payments at the state level for the benefit of the colleges and includes Worker's Compensation, Adult Basic Education, Unemployment Compensation, Liability Insurance, Diploma Nursing, GED Scoring, Focused Industrial Training-Textile School, Networking, New Industry, Systemwide Projects, and current operating funds transferred into fiscal year 1993-94.

6. Equipment
   The funds expended represent payments at the State Level for the benefit of the colleges and includes New Industry equipment, Data Processing Equipment, and freight and tax on books.

7. Indirect Costs
   Indirect costs are computed on direct current operating expenses allowable under the various Federal grants. The funds received for indirect cost are reverted to the State.

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Average Cost Per FTE Analysis
CURRENT OPERATING/112 REPORT EXPENDITURES
Year Ended June 30, 1993

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. &MAINTENANCE	GENERAL INSTITUTION	TOTAL EXPENDITURES
ALAMANCE CC	192.09	2,537.89	2,015.95	104.72	195.09	0.00	340.07	3,221.36
ANSON CC	307.78	2,368.08	2,207.05	130.76	304.40	0.00	256.09	3,290.08
ASHEVILLE-BUNCOMBE TCC	168.58	2,516.51	2,129.83	87.83	232.27	0.00	220.12	3,120.57
BEAUFORT CC	219.84	2,605.96	1,572.55	128.61	261.02	18.10	291.63	3,071.42
BLADEN TC	338.40	2,641.24	2,375.03	240.44	284.00	0.00	406.71	3,824.46
BLUE RIDGE CC	235.26	2,638.42	1,638.12	101.89	251.08	0.00	326.89	3,160.17
BRUNSWICK CC	280.59	2,234.51	1,637.63	107.85	238.03	0.00	302.19	2,871.10
CALDWELL CC &TI	189.53	2,336.38	1,989.89	137.61	246.45	0.00	300.30	3,102.61
CAPE FEAR CC	170.85	2,303.69	2,102.47	111.09	239.39	0.00	287.66	3,058.56
CARTERET CC	286.08	2,338.27	1,961.97	197.07	267.41	0.00	130.20	3,118.45
CATAWBA VALLEY CC	122.64	2,387.03	2,236.90	99.37	253.94	0.00	310.90	3,130.90
CENTRAL CAROLINA CC	137.77	2,539.96	1,977.76	143.48	207.15	57.20	196.68	3,074.91
CENTRAL PIEDMONT CC	157.13	2,308.25	1,951.48	127.11	301.46	0.00	327.59	3,162.92
CLEVELAND CC	237.41	2,469.05	1,933.88	156.53	195.27	0.00	262.29	3,123.26
COASTAL CAROLINA CC	168.04	2,321.07	1,992.57	109.73	272.14	0.00	255.10	3,039.28
COLLEGE OF THE ALBEMARLE	227.06	2,550.28	2,495.97	110.69	268.75	121.99	293.41	3,556.76
CRAVEN CC	165.72	2,352.75	1,618.57	102.94	261.43	0.00	273.63	2,965.80
DAVIDSON COUNTY CC	200.25	2,498.41	2,136.66	245.60	241.44	0.00	372.11	3,446.01
DURHAM TCC	216.43	2,438.22	2,591.80	74.04	314.31	0.00	395.42	3,483.03
EDGECOMBE CC	246.39	2,565.83	2,294.96	142.19	320.41	0.00	196.40	3,387.27
FAYETTEVILLE TCC	106.78	2,376.53	1,557.72	86.73	225.97	0.00	265.64	2,689.98
FORSYTH TCC	124.56	2,532.36	1,757.94	64.58	267.54	0.00	230.09	2,960.17
GASTON COLLEGE	132.29	2,403.15	3,298.50	116.98	227.14	0.00	256.18	3,225.86
GUILFORD TCC	156.26	2,451.39	2,154.49	78.38	292.62	0.00	239.87	3,142.07
HALIFAX CC	302.93	2,413.56	2,155.12	70.13	230.63	20.26	283.01	3,245.40
HAYWOOD CC	292.64	3,266.72	1,658.26	136.41	264.44	0.00	387.09	3,867.46
ISOTHERMAL CC	241.29	2,722.35	2,442.85	161.93	213.07	0.00	315.18	3,573.01
JAMES SPRUNT CC	314.93	2,690.23	2,501.67	108.05	261.71	0.00	372.92	3,697.40
JOHNSTON CC	122.49	2,272.44	1,809.55	94.04	205.43	0.00	133.38	2,700.06
LENOIR CC	142.41	2,527.18	2,174.77	101.74	354.17	0.00	295.33	3,293.32
MARTIN CC	340.21	2,374.82	2,625.23	118.70	317.28	11.81	378.43	3,631.26

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
Average Cost Per FTE Analysis
CURRENT OPERATING/112 REPORT EXPENDITURES
Year Ended June 30, 1993

COLLEGE	GENERAL ADMINISTRATION	INSTRUCTION CURRICULUM (NOTE 1)	INSTRUCTION NON-CURRICULUM (NOTE 2)	LEARNING RESOURCES	STUDENT SERVICES	PLANT-OPER. &MAINTENANCE	GENERAL INSTITUTION	TOTAL EXPENDITURES
MAYLAND CC	382.67	2,409.82	2,114.30	194.34	167.79	0.00	387.70	3,423.33
MCDOWELL TCC	368.99	2,869.05	2,649.49	133.84	408.61	0.00	395.37	4,090.17
MITCHELL CC	259.88	2,333.29	3,602.86	196.08	374.25	0.00	239.45	3,824.33
MONTGOMERY CC	450.71	2,561.02	2,396.61	171.89	343.63	0.00	421.79	3,921.66
NASH CC	275.97	2,490.09	1,891.46	94.03	287.73	0.00	306.47	3,241.88
PAMLICO CC	942.89	3,968.29	2,721.95	476.60	377.04	0.00	761.56	5,902.16
PIEDMONT CC	363.05	2,667.71	2,489.10	128.80	226.03	0.00	365.88	3,695.41
PITT CC	223.87	2,237.09	2,733.07	165.53	275.51	0.00	289.39	3,266.96
RANDOLPH CC	279.32	2,428.20	2,322.78	169.14	224.03	0.00	252.51	3,308.53
RICHMOND CC	212.80	2,518.24	1,663.65	200.81	317.98	0.00	316.11	3,109.49
ROANOKE-CHOWAN CC	188.50	2,195.18	2,240.93	129.70	341.07	75.12	454.25	3,400.24
ROBESON CC	178.59	2,538.82	2,132.90	150.10	264.62	0.00	247.26	3,196.21
ROCKINGHAM CC	258.01	2,440.40	2,219.20	162.29	278.04	0.00	334.71	3,412.97
ROWAN-CABARRUS CC	231.48	2,562.38	2,350.55	97.99	252.36	0.00	279.04	3,350.99
SAMPSON CC	281.97	2,599.46	2,085.92	115.20	302.23	0.00	300.83	3,399.76
SANDHILLS CC	170.91	2,542.14	1,865.79	111.33	260.47	0.00	230.52	3,116.89
SOUTHEASTERN CC	283.67	2,125.96	2,031.33	126.19	377.95	0.00	359.73	3,251.98
SOUTHWESTERN CC	339.10	2,024.37	2,432.01	149.32	282.86	77.77	252.17	3,238.09
STANLY CC	242.81	2,410.44	2,138.58	108.46	338.96	0.00	219.65	3,216.17
SURRY CC	166.92	2,405.69	2,292.25	125.94	215.21	0.00	196.55	3,083.50
TRI-COUNTY CC	473.66	2,377.89	2,120.19	159.98	409.53	41.11	366.45	3,757.43
VANCE-GRANVILLE CC	192.56	2,048.14	2,124.97	81.21	262.70	75.60	457.56	3,139.57
WAKE TCC	145.05	2,164.66	1,947.13	105.44	308.05	0.00	175.15	2,819.49
WAYNE CC	112.93	2,190.61	2,071.30	219.61	295.85	0.00	206.55	2,986.68
WESTERN PIEDMONT CC	313.71	2,623.67	2,297.14	142.68	215.36	0.00	275.01	3,454.34
WILKES CC	282.38	3,204.85	2,013.03	115.64	340.94	0.00	415.60	3,904.16
WILSON TCC	280.15	2,825.05	1,795.36	130.09	263.12	0.00	269.49	3,376.56
TOTAL	$249.09	$2,495.60	$2,167.95	$137.23	$276.33	$41.58	$304.81	$3,346.96

ALL AVERAGES (EXCEPT AS NOTED) ARE BASED ON FOUR QUARTER AVERAGES OF ALL FTE EARNED WITH THE EXCEPTION OF SELF SUPPORTING FTE.
NOTE 1: AVERAGES BASED ON CURRICULUM FTE ONLY.
NOTE 2: AVERAGES BASED ON EXTENSION FTE ONLY.

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FACILITIES/EQUIPMENT

FACILITIES

Building Gross Square Footage	13.3 million
Number of Buildings	811
Building Value (replacement)	$ 907 million
Campus Acreage (Does not include off-campus facilities)	5306 acres
Learning Resource Center Book Volumes	1.89 million

State Appropriations, Capital Improvement:

1988-89	$ 23.7 million (1)
1989-90	$ 3.0 million (1)
1990-91	$ 0.1 million (1)
1991-92	$ 0.0 million
1992-93	$ 0.9 million
1993-94	$ 250.0 million (2)

EQUIPMENT

State equipment inventory (cost)	$ 196 million

State Appropriations:

1989-90	$ 13.8 million
1990-91	$ 18.8 million
1991-92	$ 13.8 million
1992-93	$ 13.8 million
1993-94	$ 20.0 million

Depreciation (unfunded acumulated)	$ 51.5 million

1. Does not include the following reverted funds:

		1988-89	$ 5.9 million
1989-90	$ 1.6 million	1990-91	$ 2.9 million

2. Statewide bond referendum

OFF-CAMPUS FACILITIES

The following list includes the 58 community colleges and their respective off-campus facilities. These off-campus facilities are those considered "dedicated," meaning a community college has the predominate use and control of the space both day and night. Dedicated off-campus facilities include those for which a college has the title to or a long-term lease, or which have been made available for the college use. Dedicated facilities also include portions of a building such as one room or one floor.

CAMPUS/CENTER	TOWN
Alamance C.C.	Graham
Burlington Ctr.	Burlington
Cooperative Education Ctr.	Burlington
Cosmetic Arts Ctr.	Burlington
Anson C.C.	Polkton
Ansonville Ctr.	Ansonville
*Union Cty. Ctr.	Monroe
Wadesboro Ctr.	Wadesboro
Asheville-Buncombe T.C.C	Asheville
Madison Cty. Ctr.	Marshall
Beaufort County C.C.	Washington
Washington Cty. Ctr.	Plymouth
Bladen C.C.	Dublin
Kelly Ctr.	Kelly
Blue Ridge C.C.	Flat Rock
Transylvania Cty. Ctr.	Pisgah Forest
Brunswick C.C.	Supply
Southport Ctr.	Southport
Caldwell C.C. & T.I.	Hudson
Watauga Cty. Campus	Boone
Cape Fear C.C.	Wilmington
Pender Cty. Ctr.	Burgaw
Carteret C.C.	Morehead City
Cape Carteret Ctr.	Cape Carteret
Davis Ctr.	Davis
Catawba Valley C.C.	Hickory
Balls Creek Ctr.	Newton
Newton Ctr.	Newton
Taylorsville Ctr.	Taylorsville
Central Carolina C.C.	Sanford
Chatham Cty. Ctr.	Pittsboro
Harnett Cty. Ctr.	Lillington
Siler City Ctr.	Siler City
Small Business Ctr.	Dunn
Central Piedmont C.C.	Charlotte
Double Oaks Ctr.	Charlotte
North Area Learning Ctr.	Huntersville
South Area Learning Ctr.	Mathews
West Area Learning Ctr.	Charlotte
Cleveland C.C.	Shelby

Coastal Carolina C.C.	Jacksonville
Camp Geiger Ctr.	Jacksonville
Camp Lejune Ctr.	Jacksonville
Marine Corps Air Station New River	Jacksonville
College of the Albemarle	Elizabeth City
ABLE Ctr.	Elizabeth City
Chowan Cty. Ctr.	Edenton
Dare Cty. Campus	Manteo
Manteo Boat House	Manteo
Riverside Ext. Ctr.	Elizabeth City
Craven C.C.	New Bern
Havelock/Cherry Point Ctr.	Havelock
Learning Resource/Cosmetology Ctr.	Havelock
Davidson County C.C.	Lexington
Davie Cty. Ctr.	Mocksville
Durham T.C.C.	Durham
Northern Durham Ctr.	Durham
Edgecombe C.C.	Tarboro
Rocky Mount Ctr.	Rocky Mount
Fayetteville T.C.C.	Fayetteville
Army Education Ctr.	Fayetteville
Ramsey Street Annex	Fayetteville
Forsyth T.C.C.	Winston-Salem
Allied Health Bldg.	Winston-Salem
West Campus	Winston-Salem
Gaston College	Dallas
Dallas Learning Ctr.	Dallas
Eastridge Mall	Gastonia
Learning Ctr.	Lincolnton
Lincoln Cty. Ctr.	Lincolnton
Guilford T.C.C.	Jamestown
Aviation Ctr.	Greensboro
Greensboro Campus (Washington St.)	Greensboro
High Point Ctr.	High Point
Price School Ctr.	Greensboro
Small Business Assistance Ctr.	Greensboro
Halifax C.C.	Weldon
Haywood C.C.	Clyde
Continuing Education Ctr.	Clyde
HRD Ctr.	Clyde
High Tech. Ctr.	Waynesville
Isothermal C.C.	Spindale
Forest City Ctr.	Forest City
Polk Cty. Ctr.	Columbus
Rutherfordton Ctr.	Rutherfordton
James Sprunt C.C.	Kenansville
Chinquapin Ctr.	Chinquapin
Wallace Ctr.	Wallace
Warsaw Ctr.	Warsaw
Johnston C.C.	Smithfield
Lenoir C.C.	Kinston
Greene Cty. Ctr.	Snow Hill
Jones Cty. Ctr.	Trenton
Aviation Ctr.	Kinston

Martin C.C.	Williamston
Bertie Cty. Ctr.	Windsor
Martin Cty. Ctr.	Vicinity of Plymouth
Washington Cty. Ctr.	Roper
Mayland C.C.	Spruce Pine
Avery Cty. Ctr.	Newland
Yancey Cty. Ctr.	Burnsville
McDowell T.C.C.	Marion
Mitchell C.C.	Statesville
Mooresville Ctr.	Mooresville
Montgomery C.C.	Troy
Nash C.C.	Rocky Mount
Pamlico C.C.	Grantsboro
Piedmont C.C.	Roxboro
Caswell Cty. Ctr.	Yanceyville
Educational Opportunity Program	Roxboro
Pitt C.C.	Greenville
Arts & Recreation Ctr.	Ayden
Community Ctr.	Grifton
Kiwanis Bldg.	Winterville
Randolph C.C.	Asheboro
Archdale Ctr.	Archdale
Archdale Extension Ctr.	Archdale
Richmond C.C.	Hamlet
James Nursing Bldg.	Hamlet
Rockingham Ctr.	Rockingham
Scotland Cty. Ctr.	Laurinburg
Roanoke-Chowan C.C.	Ahoskie
Robeson C.C.	Lumberton
Emergency Training Ctr.	Lumberton
Pembroke Extension Ctr.	Pembroke
Rockingham C.C.	Wentworth
Rowan-Cabarrus C.C.	Salisbury
Cabarrus Cty. Campus	Concord
Corban Ctr.	Concord
Sampson C.C.	Clinton
Compensatory Education Ctr.	Clinton
Compensatory Education Ctr.	Newton
Cultural Ctr.	Clinton
Courthouse Annex	Clinton
Garland Community Ctr.	Garland
National Guard Armory Bldg.	Clinton
Roseboro Annex	Roseboro
Sandhills C.C.	Pinehurst
Hoke Cty. Ctr.	Raeford
Small Business Ctr.	Pinehurst
Southeastern C.C.	Whiteville
Buckhead Ctr.	Bolton
Southwestern C.C.	Sylva
Cherokee Indian Reservation Ctr.	Cherokee
Macon Cty. Ctr.	Franklin
Swain Cty. Ctr.	Bryson City
Stanly C.C.	Albemarle
*Union Cty. Ctr.	Monroe

Surry C.C.	Dobson
Learning Ctr.	Boonville
HRD/Learning Ctr.	Mount Airy
Tri-County C.C.	Murphy
Vance-Granville C.C.	Henderson
Franklin Cty. Ctr.	Louisburg
Granville Cty. Ctr.	Creedmoor
Warren Cty. Ctr.	Warrenton
Wake T.C.C.	Raleigh
Allied Health Ctr.	Raleigh
Hospitality Services Ctr.	Raleigh
Literacy Ctr.	Raleigh
Wayne C.C.	Goldsboro
Aviation Ctr.	Goldsboro
Western Piedmont C.C.	Morganton
Court House Square (HRD)	Morganton
East Burke Ctr.	Hildebran
Wilkes C.C.	Wilkesboro
Alleghany Ctr.	Sparta
Ashe Cty. Ctr.	Jefferson
Wilson T.C.C.	Wilson
Fire Training Facility	Wilson
Police Academy	Wilson

*Joint use by Anson and Stanly Community Colleges

IV. Student Data

A.	Curriculum Enrollment by Program Area	IV	1
B.	Extension Enrollment by Program Area	IV	2
C.	Annual Enrollment by Sex	IV	3
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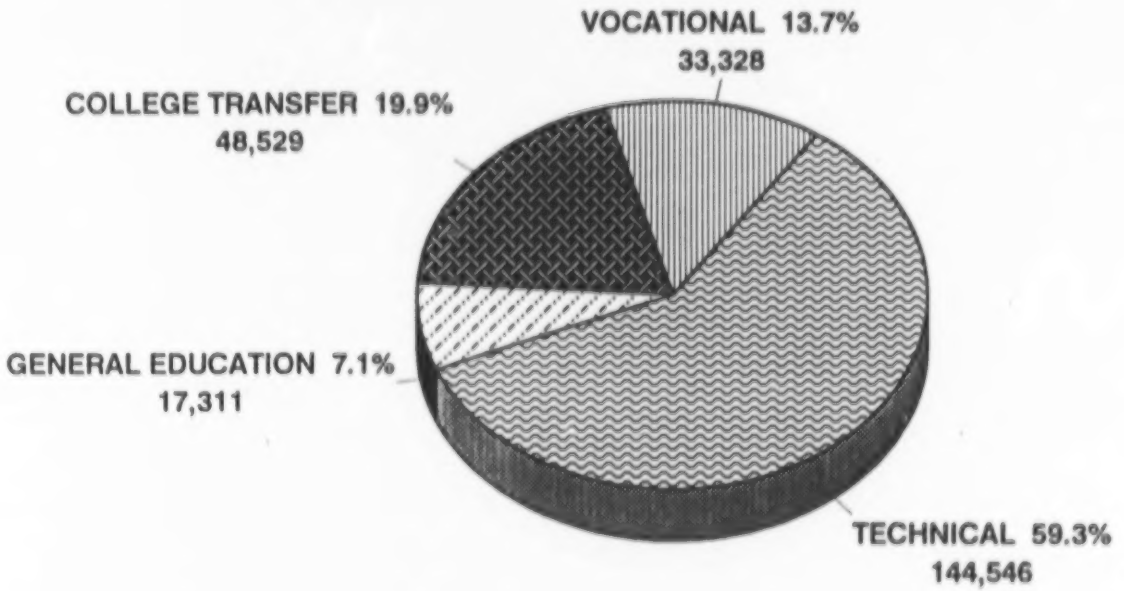
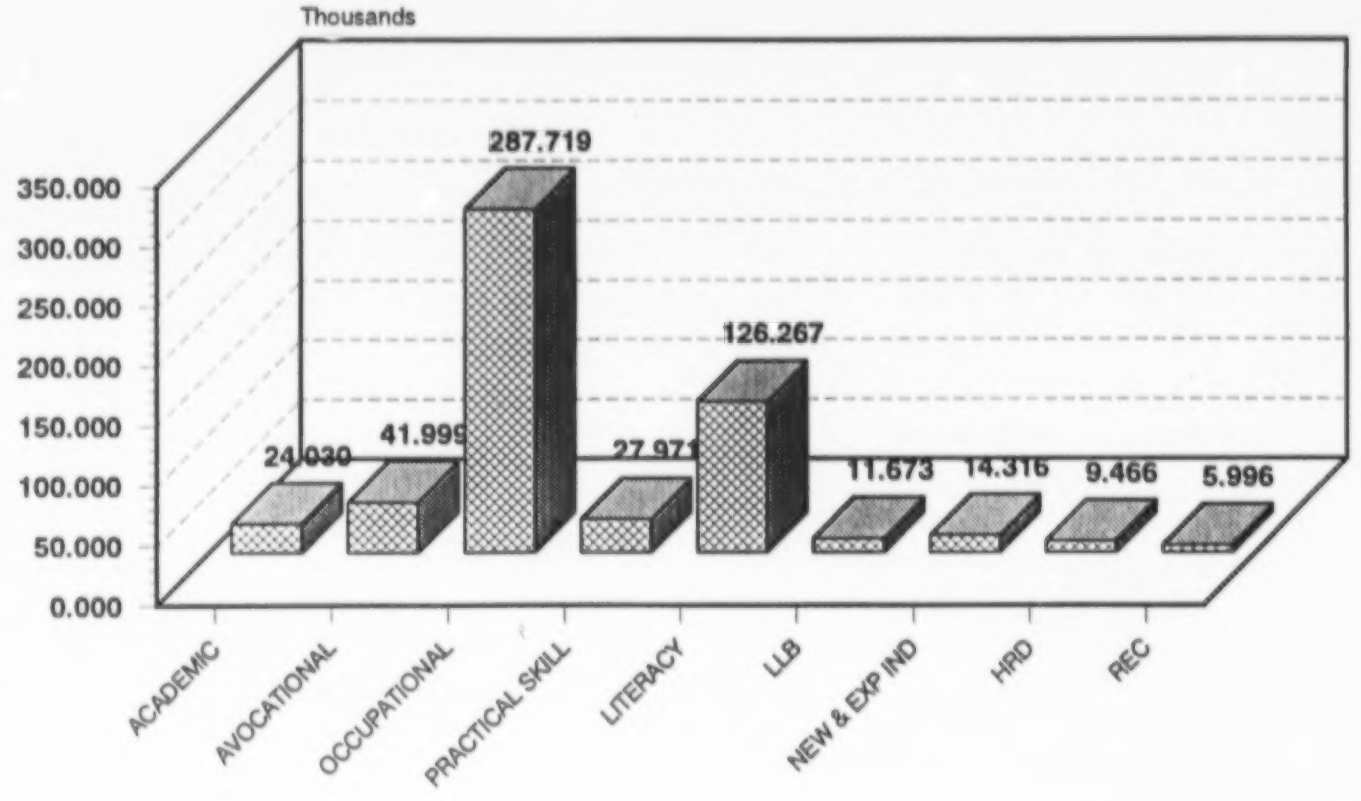
CURRICULUM ENROLLMENT BY PROGRAM AREA
1992-93



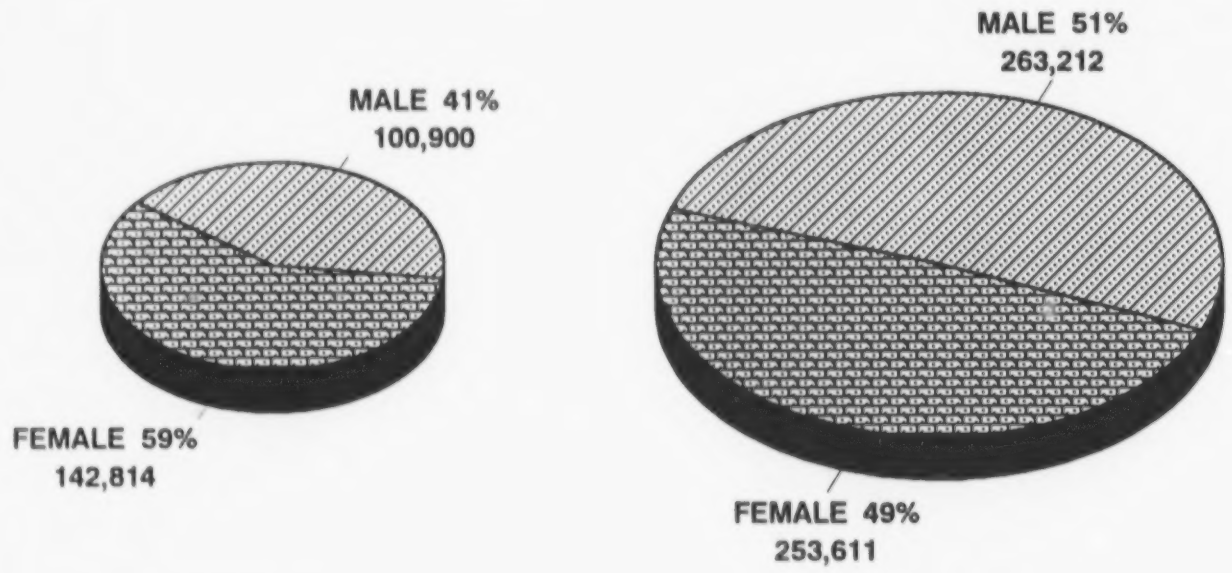
Source: North Carolina Department of Community Colleges
Information Services

EXTENSION ENROLLMENT BY PROGRAM AREA
1992-93 Unduplicated Headcount



Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY SEX
1992-93

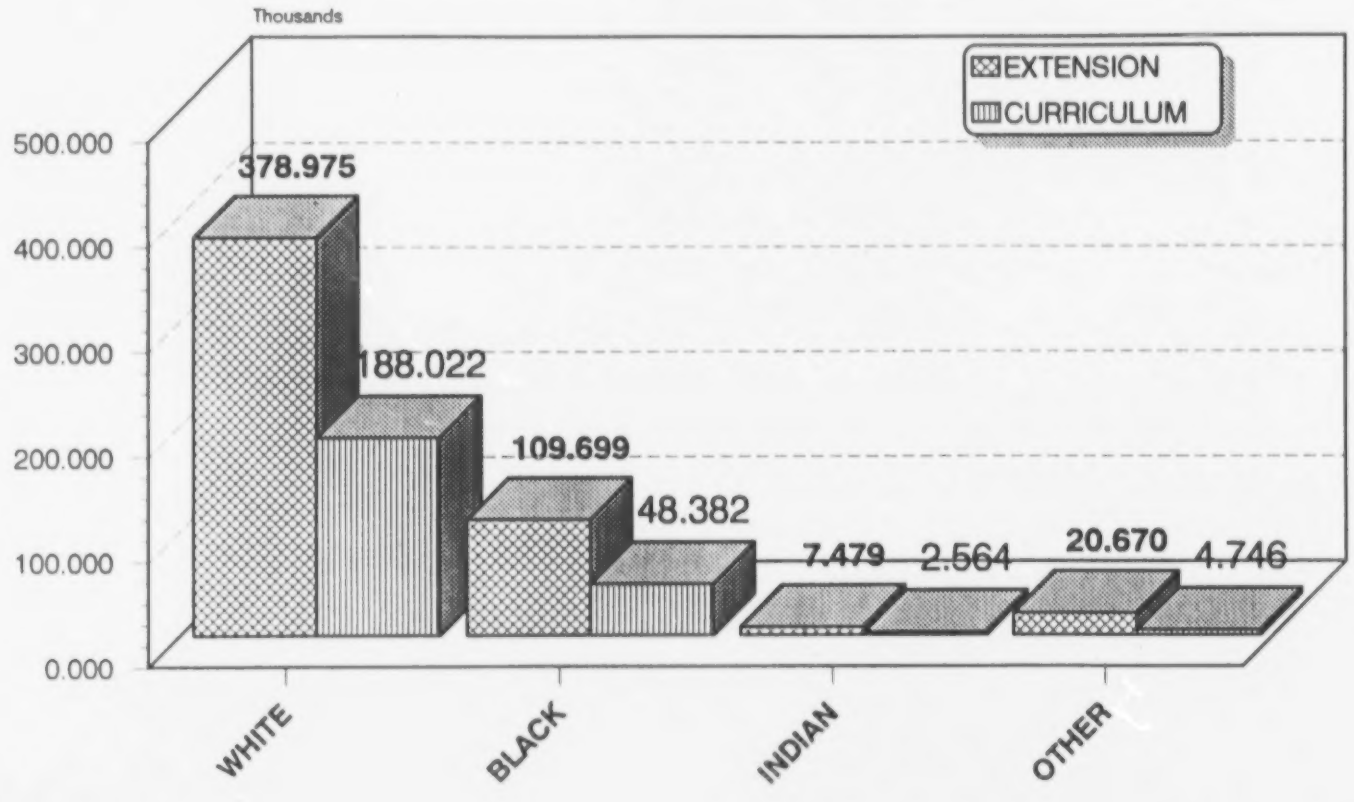


CURRICULUM

EXTENSION

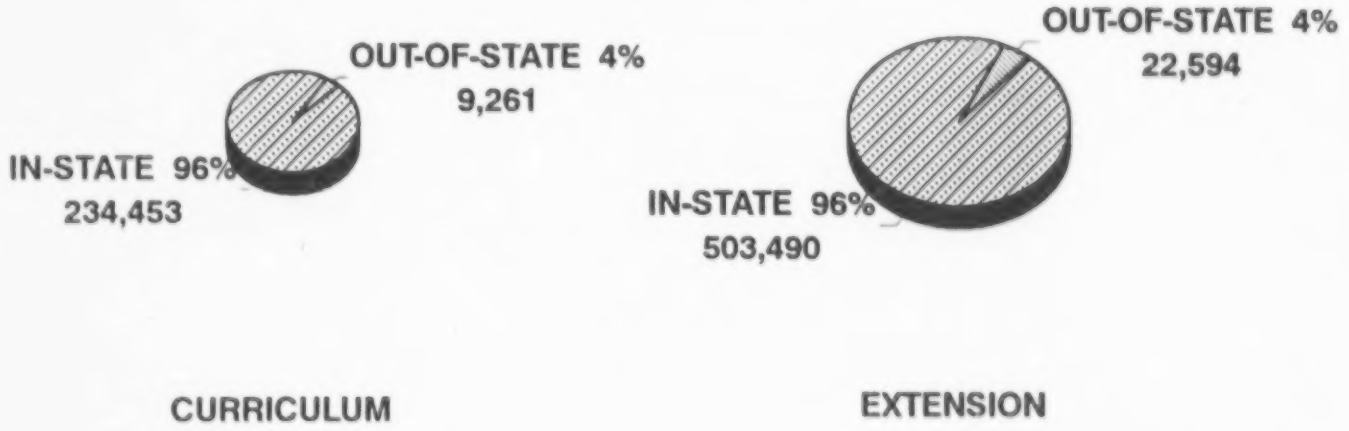
Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY RACE
1992-93



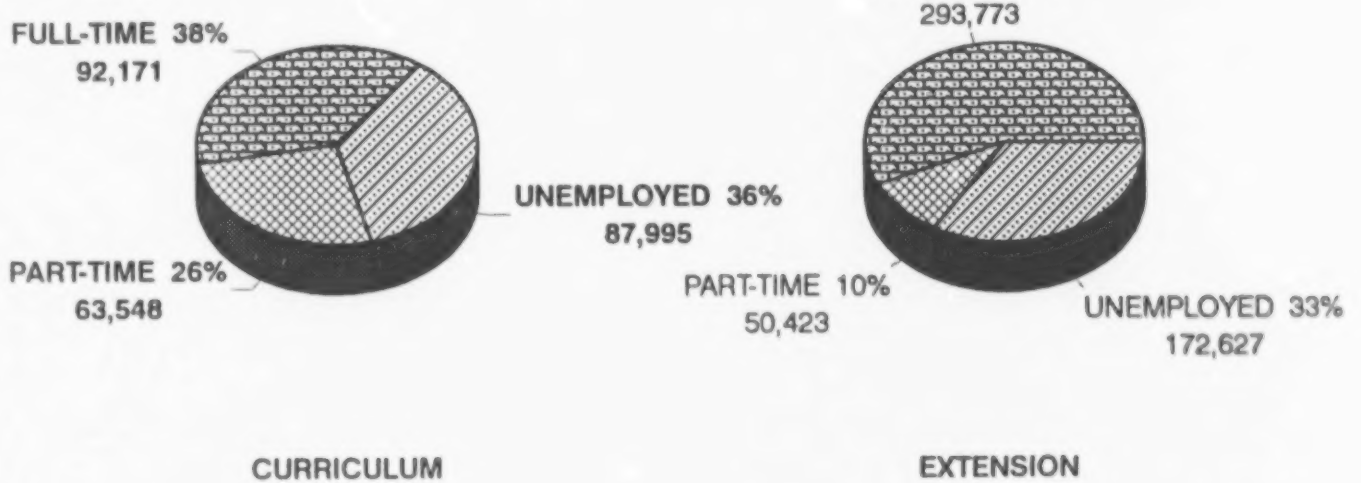
Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY RESIDENCY STATUS
1992-93



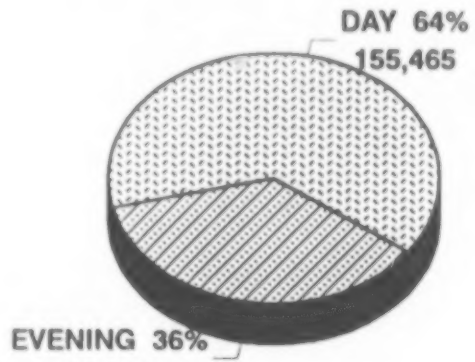
Source: North Carolina Department of Community Colleges
Information Services

ANNUAL ENROLLMENT BY EMPLOYMENT STATUS
1992-93

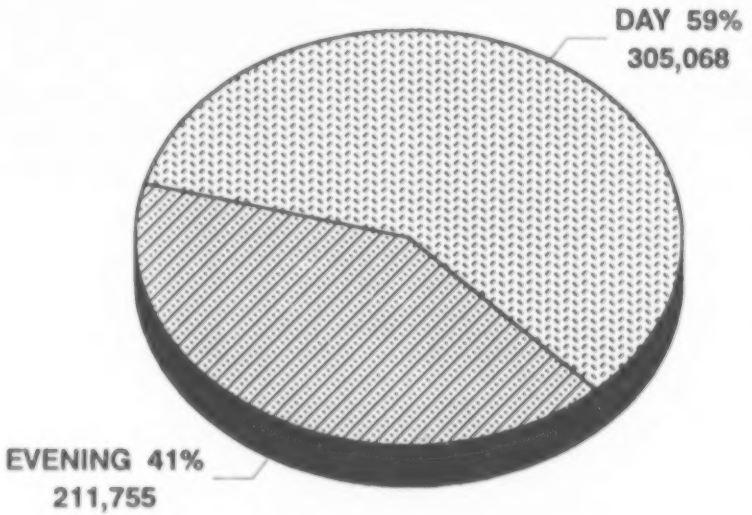


Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY DAY/EVENING STATUS
1992-93



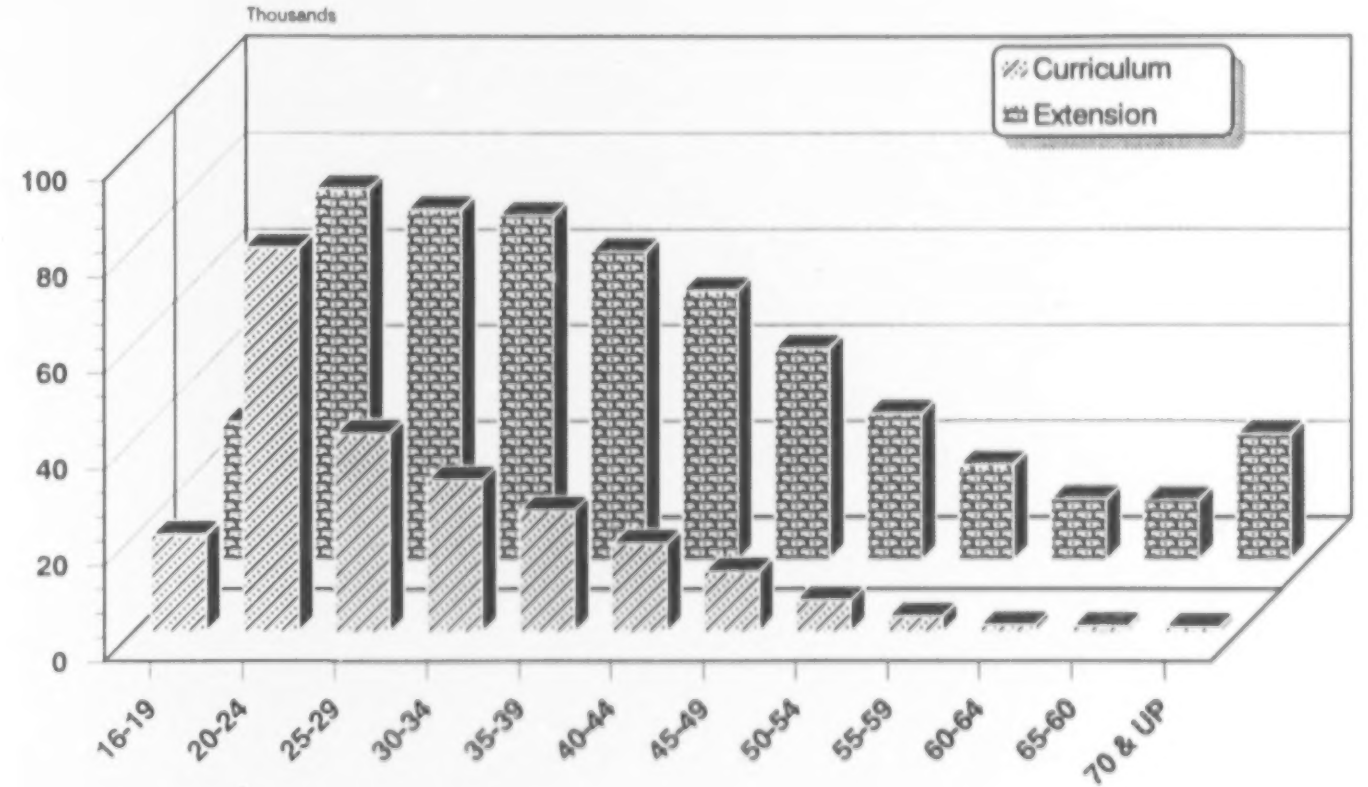
CURRICULUM



EXTENSION

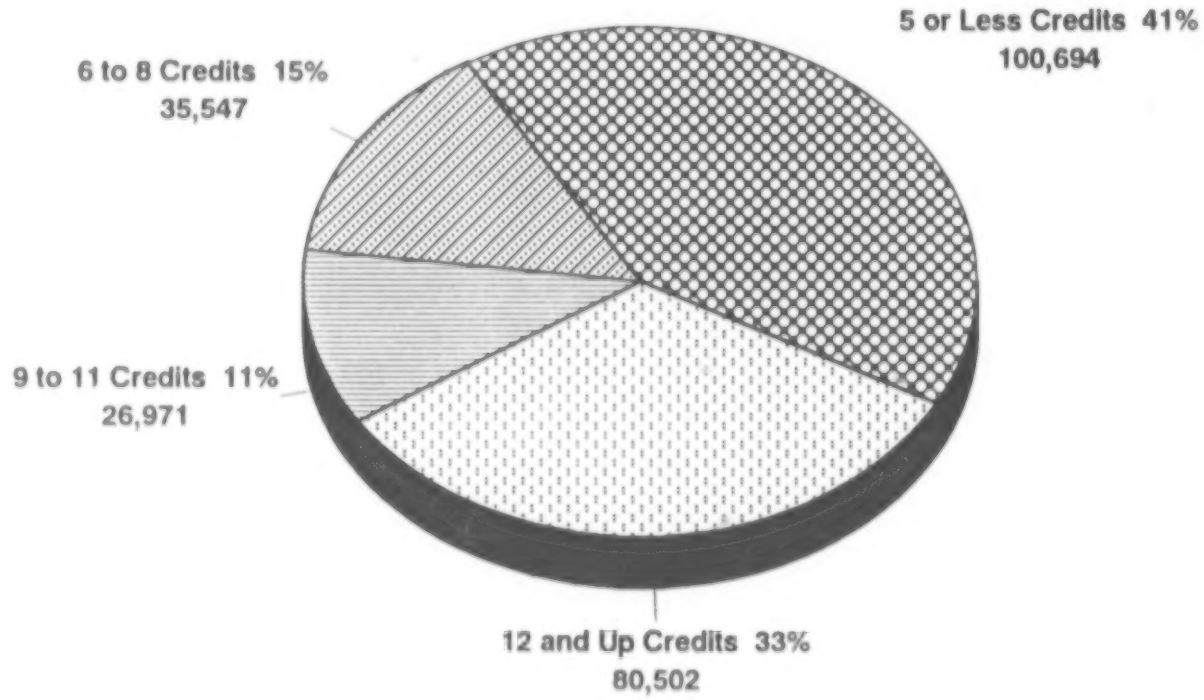
Source: North Carolina Department of Community Colleges
Information Services

ENROLLMENT BY AGE GROUPS
1992-93



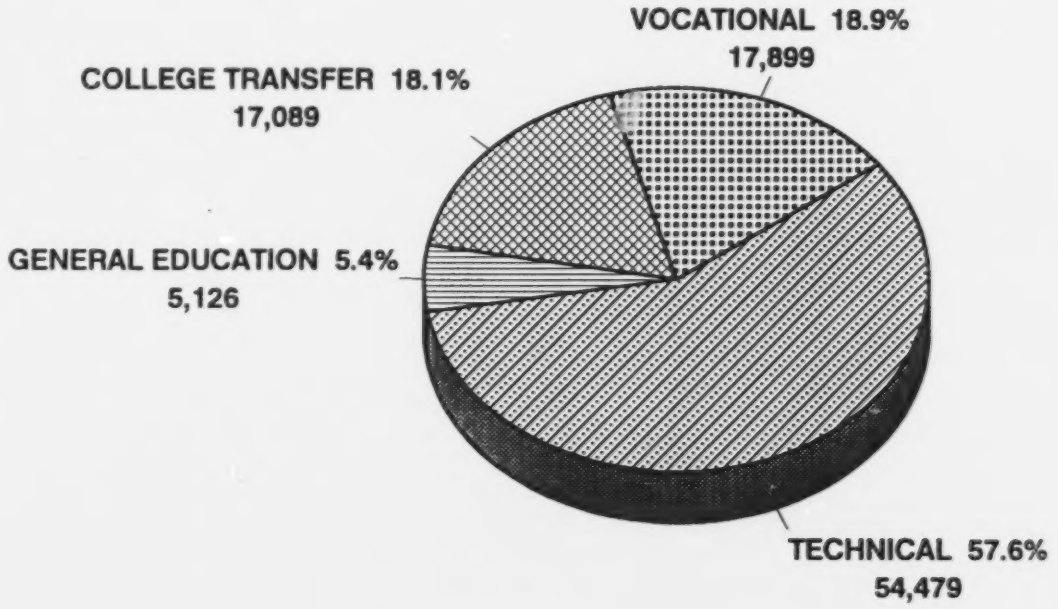
Source: North Carolina Department of Community Colleges
Information Services

CURRICULUM ENROLLMENT BY CREDIT HOURS
1992-93



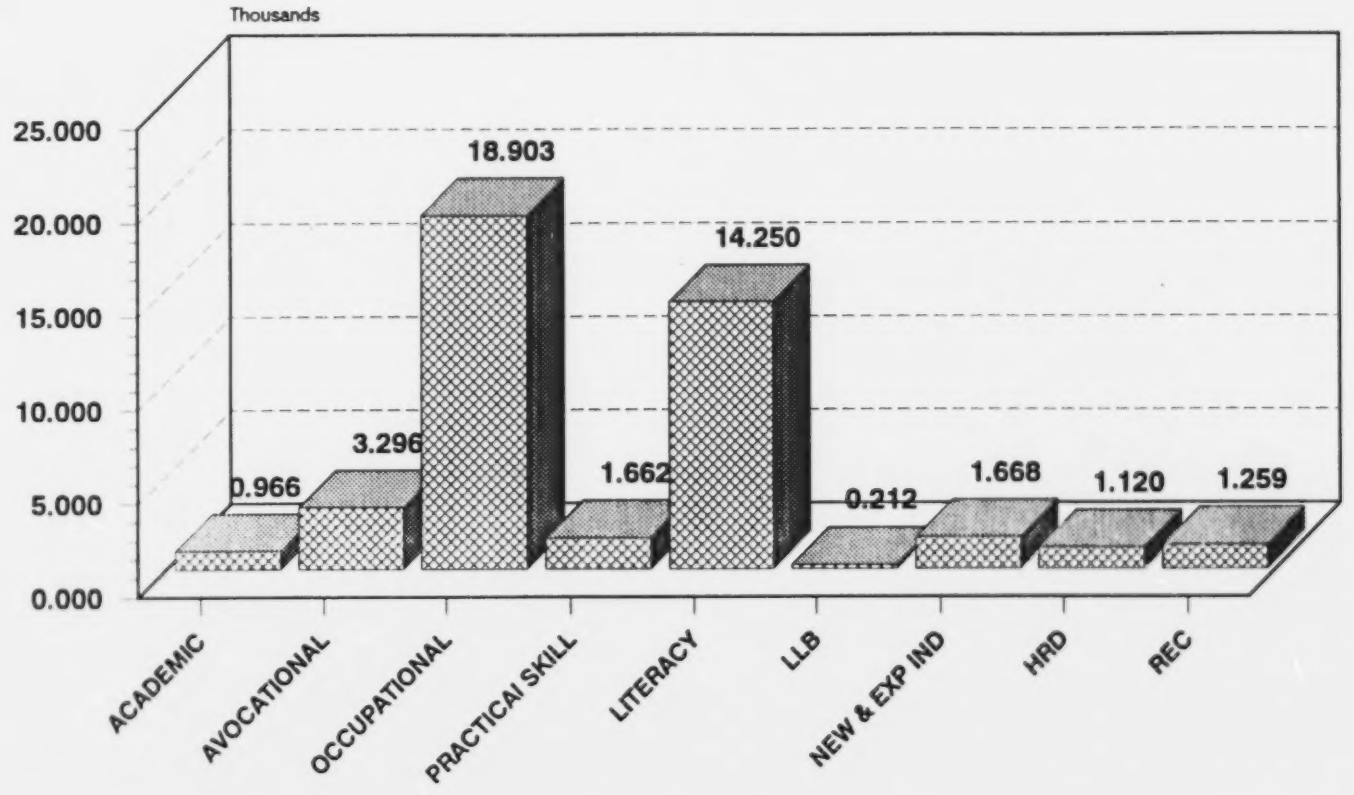
Source: North Carolina Department of Community Colleges
Information Services

AVERAGE ANNUAL FTE BY CURRICULUM AREA
1992-93



Source: North Carolina Department of Community Colleges
Information Services

AVERAGE ANNUAL EXTENSION FTE BY AREA
1992-93



Source: North Carolina Department of Community Colleges
Information Services

Section IV. Student Data

Pages 12-15, 1992-93 Student Completions by Program

WILL BE DISTRIBUTED IN THE SUMMER UPDATE TO THE 1994 FACT BOOK

TABLE 1
STUDENT ENROLLMENT BY COLLEGE 1992-93
(UNDUPLICATED HEADCOUNT)

	CURRICULUM PROGRAMS					EXTENSION PROGRAMS												
					CURR.						LITERACY		*		NEW&		** EXT.	
COLLEGES	COLL TRAN	GEN. EDUC	TECH- NICAL	VOCA- TIONAL	SUB- TOTAL:	ACA- DEMIC	AVOCA- TIONAL	OCCUPA TIONAL	PRACT SKILL	ABE	GED AHS	CED	LIT- ERACY: TOTAL:	LRN LAB	EXP. IND.	HRD	SELF SUPP	SUB-: TOTAL:	TOTAL
ALAMANCE CC	0	996	4799	651	6446	617	1318	4160	902	2003	1041	301	2886	0	414	101	0	9718	16164
ANSON CC	0	126	965	531	1622	116	109	2963	12	1372	139	37	1486	0	0	252	0	4738	6360
ASHEVILLE-BUNCOMBETCC	980	0	4862	462	6304	742	1355	6476	1074	1165	1465	210	2582	0	0	463	93	12205	18509
BEAUFORT COUNTY CC	476	28	1076	373	1953	129	715	3818	184	756	324	142	1135	162	11	0	0	5760	7713
BLADEN CC	0	455	296	443	1194	46	226	1111	144	245	135	29	397	51	467	208	25	2457	3651
BLUE RIDGE CC	711	0	1230	664	2605	726	924	3296	398	629	866	165	1566	136	21	106	49	6601	9206
BRUNSWICK CC	0	388	795	364	1547	95	696	1649	267	254	327	88	647	20	141	0	0	3336	4883
CALDWELL CC & TI	1579	0	2442	605	4626	152	416	4888	274	1637	1309	121	2741	5	0	163	21	8361	12987
CAPE FEAR CC	783	974	2508	532	4797	39	695	6115	5804	962	699	54	1702	32	136	179	5	14260	19057
CARTERET CC	569	31	1507	476	2583	302	559	3812	280	309	637	107	983	290	0	0	0	5829	8412
CATAWBA VALLEY CC	988	0	4174	575	5737	664	1372	7173	611	1853	747	131	2472	0	374	13	216	12157	17894
CENTRAL CAROLINA CC	0	701	3299	1012	5012	663	1173	5684	598	3010	1555	257	4306	0	569	0	0	12367	17379
CENTRAL PIEDMONT CC	7464	4736	14381	2615	29196	2112	1808	16677	1221	3728	3140	361	6755	1558	1617	438	657	31685	60881
CLEVELAND CC	742	115	1375	873	3105	195	888	2799	149	514	1119	110	1624	5	141	71	0	5620	8725
COASTAL CAROLINA CC	3438	0	1999	604	6041	270	459	8286	366	1981	1359	64	3128	1426	55	0	395	13478	19519
COLLEGE OF ALBEMARLE	1081	48	1602	357	3088	242	467	2443	273	1038	622	73	1666	0	110	0	0	5096	8184
CRAVEN CC	1520	338	1681	556	4095	101	1029	4476	278	358	884	114	1321	203	0	0	22	7131	11226
DAVIDSON COUNTY CC	1057	0	1951	552	3560	173	947	7417	443	1303	1231	84	2479	0	0	814	38	11415	14975
DURHAM TCC	1435	362	5706	501	8004	997	564	8380	485	2536	1364	233	3954	0	73	0	9	13991	21995
EDGECOMBE CC	387	0	2353	438	3178	289	280	2340	193	1563	1162	89	2635	0	32	62	0	5373	8551
FAYETTEVILLE TCC	471	805	9894	758	11928	1450	2427	18994	1003	3863	1716	261	5523	0	455	328	0	29107	41035
FORSYTH TCC	485	2	7296	535	8318	1021	1977	8038	721	1760	1548	267	3470	0	2604	0	282	17283	25601
GASTON COLLEGE	2828	0	3354	813	6995	672	479	7661	1532	1874	887	146	2738	2595	426	372	37	15031	22026
GUILFORD TCC	1812	1876	5744	962	10394	1578	2813	12855	1802	3058	1562	393	4475	0	1410	308	284	24166	34560
HALIFAX CC	496	0	1070	591	2157	50	326	3650	173	1184	178	40	1332	39	0	38	51	5512	7669
HAYWOOD CC	0	371	1303	444	2118	196	364	1936	325	507	299	116	879	73	514	178	0	4175	6293
ISOTHERMAL CC	959	0	1455	467	2881	479	900	3052	401	525	1210	160	1799	0	143	143	906	7276	10157
JAMES SPRUNT CC	365	284	726	443	1818	34	261	1963	121	1049	322	60	1342	12	0	116	51	3779	5597
JOHNSTON CC	0	853	1964	1768	4585	277	809	5255	155	818	833	165	1710	1606	335	147	13	9733	14318
LENOIR CC	1318	0	1571	485	3374	54	570	4156	548	2240	666	346	2868	10	46	365	16	8099	11473

BEST COPY AVAILABLE

TABLE 1
STUDENT ENROLLMENT BY COLLEGE 1992-93
(UNDUPLICATED HEADCOUNT)

	CURRICULUM PROGRAMS						EXTENSION PROGRAMS												
					CURR.						LITERACY		* LIT-		NEW&			** EXT.	
COLLEGES	COLL TRAN	GEN. EDUC	TECH- NICAL	VOCA- TIONAL	SUB- TOTAL:	ACA- DEMIC	AVOCA- TIONAL	OCCUPA TIONAL	PRACT SKILL	:ABE	GED	CED	ERACY: TOTAL:	LRN LAB	EXP. IND.	HRD	SELF SUPP	SUB-: TOTAL:	TOTAL
MARTIN CC	237	77	655	292	1261	361	312	1494	71	905	215	65	1101	0	0	217	32	3286	4547
MAYLAND CC	0	284	858	405	1547	138	487	2959	91	1194	245	97	1464	11	0	301	136	5164	6711
MCDONELL TCC	0	407	766	323	1496	270	314	2349	32	672	246	198	1072	0	27	311	224	4293	5789
MITCHELL CC	873	0	1407	230	2510	386	458	3856	141	1154	826	97	1791	58	547	8	0	6877	9387
MONTGOMERY CC	22	53	470	532	1077	27	322	1190	18	438	245	26	676	39	0	68	54	2240	3317
NASH CC	632	0	2088	295	3015	445	278	4354	283	2011	349	44	2376	13	0	0	0	7501	10516
PAMLICO CC	0	63	148	39	250	79	195	589	97	139	92	60	286	60	0	81	0	1287	1537
PIEDMONT CC	0	121	787	1081	1989	269	80	1999	690	1078	582	61	1539	0	293	235	0	4841	6830
PITT CC	1956	0	4073	525	6554	761	499	5110	151	1656	620	38	2210	0	25	182	0	8436	14990
RANDOLPH CC	0	422	1453	235	2110	104	904	5375	515	785	991	78	1782	52	64	99	0	8416	10526
RICHMOND CC	256	0	1081	403	1740	259	337	3690	141	2286	1158	151	3340	50	128	459	0	7018	8758
ROANOKE-CHOWAN CC	0	224	886	290	1400	17	590	1884	257	622	180	97	871	0	6	35	15	3406	4806
ROBESON CC	0	172	1344	587	2103	73	621	5966	397	523	1609	79	2180	0	512	171	0	9472	11575
ROCKINGHAM CC	1042	14	1295	607	2958	154	632	4020	343	1129	594	88	1592	0	0	247	273	6836	9794
ROWAN-CABARRUS CC	709	0	4082	600	5391	569	607	7729	193	1551	1146	250	2422	0	577	308	0	11482	16873
SAMPSON CC	0	571	860	285	1716	84	593	2233	209	805	327	145	1134	0	124	0	0	4194	5910
SANDHILLS CC	1298	88	1872	324	3582	912	797	6590	411	1342	1033	122	2165	0	95	229	507	10548	14130
SOUTHEASTERN CC	1356	0	803	589	2748	121	364	2065	133	865	524	100	1427	0	121	302	36	4399	7147
SOUTHWESTERN CC	77	416	1604	178	2275	159	528	2668	156	896	129	71	1083	0	122	195	169	4702	6977
STANLY CC	115	1	1980	326	2422	140	515	5830	130	1628	721	43	2335	0	0	105	0	8664	11086
SURRY CC	1879	0	2652	774	5305	181	513	4505	147	668	1129	123	1864	0	21	158	140	7130	12435
TRI-COUNTY CC	627	0	589	224	1440	13	427	1147	199	336	0	46	379	0	60	71	0	2196	3636
VANCE-GRANVILLE CC	764	0	2543	1015	4322	70	697	4830	162	1433	1143	152	2573	0	427	114	149	8503	12825
WAKE TCC	878	703	9138	1040	11759	2218	1280	14523	1133	6389	1702	240	7910	2432	726	0	17	28073	39832
WAYNE CC	1563	0	2348	265	4176	348	498	4636	204	1380	1125	111	2224	492	37	214	0	8048	12224
WESTERN PIEDMONT CC	1148	21	2261	691	4121	387	705	4374	266	1099	1297	407	2651	237	237	80	58	8185	12306
WILKES CC	1153	0	1535	268	2956	473	902	5589	327	1056	456	174	1563	0	38	228	16	8378	11334
WILSON TCC	0	185	1590	455	2230	531	618	4642	337	1224	409	102	1656	6	35	183	0	7509	9739
TOTAL 1992-93	48529	17311	144546	33328	243714	24030	41999	287719	27971	79358	48439	7989	126267	11673	14316	9466	5996	516823	760537
TOTAL 1991-92	45202	17887	139457	33462	236008	28348	45040	289087	29162	77005	49202	8137	125660	10715	9076	9212	3891	516469	752477
TOTAL 1990-91	41409	16929	139441	32439	230218	30275	52897	282623	41059	73535	45536	8436	120043	10998	11427	8600	2831	524282	754500

* REPRESENTS UNDUPLICATED HEADCOUNT; WILL NOT NECESSARILY BE THE SUM OF LITERACY PROGRAMS.
** REPRESENTS UNDUPLICATED HEADCOUNT; WILL NOT NECESSARILY BE THE SUM OF EXTENSION PROGRAMS.

TABLE 12
AVERAGE ANNUAL
FULL-TIME EQUIVALENT (FTE)
1992-93

COLLEGES	CURRICULUM PROGRAMS					EXTENSION PROGRAMS														
										LITERACY										
	COLL TRAN	GEN. EDUC	TECH-NICAL	VOCA-TIONAL	CURR. SUB-TOTAL	ACA-DEMIC	AVOCA-TIONAL	OCCUP-TIONAL	PRACT SKILL	ABE	GED AHS	CED	LIT-ERACY TOTAL	EXT. SUB-TOTAL	REG. BDT. TOTAL	LRN LAB	NEW& EXP. IND.	HRD	SELF SUPP REC.	TOTAL
ALAMANCE CC	0	298	1512	247	2057	52	121	223	66	159	42	51	252	714	2771	0	90	14	61	2936
ANSON CC	0	46	231	236	513	5	9	117	3	204	15	7	226	360	873	2	0	56	22	953
ASHEVILLE-BUNCOMBETCC	395	0	1712	267	2374	28	71	364	66	81	41	156	278	807	3181	0	0	75	8	3264
BEAUFORT COUNTY CC	174	16	525	209	924	13	98	351	14	78	23	124	225	701	1625	6	0	0	3	1634
BLADEN CC	0	180	135	250	565	1	18	77	20	22	9	17	48	164	729	1	80	13	1	824
BLUE RIDGE CC	228	0	413	359	1000	24	38	390	16	37	42	81	160	628	1628	3	4	5	4	1644
BRUNSWICK CC	0	147	245	197	589	5	168	159	57	38	21	92	151	540	1129	1	18	0	1	1149
CALDWELL CC & TI	460	0	939	236	1635	4	39	396	19	113	67	59	239	697	2332	0	0	40	15	2387
CAPE FEAR CC	323	352	1128	339	2142	1	129	306	66	103	116	36	255	757	2899	0	4	27	23	2953
CARTERET CC	212	9	628	219	1068	4	34	160	26	35	65	25	125	349	1417	5	0	0	9	1431
CATAWBA VALLEY CC	423	0	1520	249	2192	17	59	496	22	133	25	58	216	810	3002	0	69	0	32	3103
CENTRAL CAROLINA CC	0	237	1233	654	2124	23	68	341	38	387	164	147	698	1168	3292	0	73	0	22	3387
CENTRAL PIEDMONT CC	2455	717	4456	807	8435	48	128	718	79	255	237	62	554	1527	9962	1	94	30	137	10224
CLEVELAND CC	176	18	429	396	1019	24	84	169	12	65	166	24	255	544	1563	0	35	16	12	1626
COASTAL CAROLINA CC	1062	0	943	405	2410	20	57	459	18	132	69	55	256	810	3220	6	0	0	12	3238
COLLEGE OF ALBEMARLE	365	16	606	210	1197	18	42	151	31	127	46	28	201	443	1640	0	31	0	0	1671
CRAVEN CC	498	130	649	319	1596	4	67	322	22	26	50	45	121	536	2132	6	0	0	35	2173
DAVIDSON COUNTY CC	395	0	963	236	1594	6	64	375	37	72	63	34	169	651	2245	0	0	62	30	2337
DURHAM TCC	521	49	1625	221	2416	35	40	403	18	275	185	31	491	987	3403	0	2	0	36	3441
EDGECOMBE CC	120	0	887	280	1287	20	39	123	22	191	122	42	355	559	1846	0	12	7	5	1870
FAYETTEVILLE TCC	220	317	3436	595	4568	87	163	2512	74	443	274	146	863	3699	8267	0	39	59	19	8384
FORSYTH TCC	223	2	2261	408	2894	45	143	709	53	161	175	38	374	1324	4218	0	130	0	61	4409
GASTON COLLEGE	887	0	1467	358	2712	18	20	259	24	79	67	49	195	516	3228	119	46	110	47	3550
GUILFORD TCC	720	690	2391	472	4273	26	135	734	77	167	125	84	376	1348	5621	0	94	40	21	5776
HALIFAX CC	196	0	546	314	1056	2	20	175	16	170	13	11	194	407	1463	1	0	13	38	1515
HAYWOOD CC	0	135	689	273	1097	10	50	200	74	35	26	23	84	418	1515	3	26	15	5	1564
ISOTHERMAL CC	344	0	570	296	1210	14	54	243	26	34	47	51	132	469	1679	0	17	6	65	1767
JAMES SPRUNT CC	100	117	369	277	863	1	14	91	21	93	27	41	161	288	1151	1	0	8	2	1162
JOHNSTON CC	0	303	883	1153	2339	8	76	251	15	112	162	85	359	709	3048	11	66	46	6	3177
LENOIR CC	538	0	718	292	1548	4	43	331	67	191	32	147	370	815	2363	1	7	45	10	2426

	CURRICULUM PROGRAMS					EXTENSION PROGRAMS														
					CURR.						LITERACY		LIT-	EXT.	REG.		NEW&		SELF	
COLLEGES	COLL TRAN	GEN. EDUC	TECH- NICAL	VOCA- TIONAL	SUB- TOTAL	ACA- DEMIC	AVOCA- TIONAL	OCCUP- TIONAL	PRACT SKILL	ABE	GED AHS	GED CED	ERACY TOTAL	SUB- TOTAL	BDT. TOTAL	LRN LAB	EXP. IND.	HRD	SUPP REC.	TOTAL
MARTIN CC	79	12	311	227	629	22	28	83	10	104	23	66	193	336	965	0	0	17	7	989
MAYLAND CC	0	96	377	251	724	5	78	236	23	67	5	53	125	467	1191	0	0	21	11	1223
MCDOWELL TCC	0	105	242	170	517	4	41	116	2	40	5	108	153	316	833	0	1	14	5	853
MITCHELL CC	319	0	587	111	1017	15	29	159	10	98	22	35	155	368	1385	-1	133	1	12	1530
MONTGOMERY CC	0	22	185	316	523	0	32	64	1	32	12	16	60	157	680	-3	0	3	1	681
NASH CC	233	0	652	106	991	12	15	268	50	137	14	49	200	545	1536	0	0	0	9	1545
PAMLICO CC	0	25	69	18	112	3	13	33	5	9	5	26	40	94	206	1	0	13	0	220
PIEDMONT CC	0	31	287	517	835	24	6	108	12	94	41	6	141	291	1126	0	72	19	10	1227
PITT CC	528	0	1830	362	2720	21	40	249	10	106	17	28	151	471	3191	0	0	18	44	3253
RANDOLPH CC	0	133	770	100	1003	3	50	376	24	77	67	48	192	645	1648	2	2	12	10	1674
RICHMOND CC	106	0	472	217	795	25	27	373	12	218	92	87	397	834	1629	2	29	38	12	1710
ROANOKE-CHOWAN CC	0	79	401	164	644	1	94	70	35	85	26	35	146	346	990	0	1	13	6	1010
ROBESON CC	0	74	676	325	1075	2	42	334	39	77	256	45	378	795	1870	0	63	26	27	1986
ROCKINGHAM CC	413	5	576	292	1286	5	41	243	21	91	47	9	147	457	1743	0	0	27	11	1781
ROWAN-CABARRUS CC	263	0	1177	347	1787	16	27	448	4	97	88	130	315	810	2597	0	107	8	58	2770
SAMPSON CC	0	243	399	180	822	3	37	115	30	111	48	161	320	505	1327	0	19	0	9	1355
SANDHILLS CC	608	33	1192	240	2073	21	40	398	34	85	128	111	324	817	2890	0	29	15	44	2978
SOUTHEASTERN CC	549	0	436	371	1356	5	36	105	12	111	51	39	201	359	1715	0	11	29	3	1758
SOUTHWESTERN CC	45	167	804	112	1128	7	39	294	10	49	5	9	63	413	1541	0	10	7	19	1577
STANLY CC	57	0	739	212	1008	8	59	323	15	145	53	11	209	614	1622	0	0	12	17	1651
SURRY CC	528	0	958	421	1907	11	50	371	12	24	45	49	118	562	2469	0	5	23	23	2520
TRI-COUNTY CC	164	0	211	141	516	1	42	80	23	13	0	4	17	163	679	0	24	10	0	713
VANCE-GRANVILLE CC	292	0	908	597	1797	2	60	278	15	128	87	52	267	622	2419	0	69	21	26	2535
WAKE TCC	373	271	2796	517	3957	88	63	961	48	453	103	33	589	1749	5706	27	95	0	56	5884
WAYNE CC	587	0	1281	222	2090	18	37	296	20	133	136	23	292	663	2753	12	8	18	25	2816
WESTERN PIEDMONT CC	453	9	821	174	1457	18	58	264	27	62	77	196	335	702	2159	5	22	20	48	2254
WILKES CC	457	0	590	147	1194	11	65	413	31	54	23	86	163	683	1877	0	23	32	14	1946
WILSON TCC	0	42	623	268	933	48	56	240	28	129	20	27	176	548	1481	0	8	16	10	1515
TOTAL 1992-93	17089	5126	54479	17899	94593	966	3296	18903	1662	6847	4012	3391	14250	39077	133670	212	1668	1120	1259	137929
TOTAL 1991-92	15979	5328	52832	18174	92313	1123	3751	21890	1740	6762	3956	3553	14271	42775	135088	171	1238	1030	986	138513
TOTAL 1990-91	14670	4841	49584	16955	86050	1349	5074	20024	2126	6256	3356	3841	13453	42026	128076	136	1620	909	856	131597

AVERAGE ANNUAL FTE BY PROGRAM AREA AND TOTAL
1988-89 THROUGH 1992-93

	1988-89	1989-90	1990-91	1991-92	1992-93
COLLEGE TRANSFER	11,736	13,613	14,670	15,979	17,089
GENERAL EDUCATION	3,897	4,278	4,841	5,328	5,126
TECHNICAL	45,211	47,142	49,584	52,832	54,479
VOCATIONAL	17,092	16,596	16,955	18,174	17,899
CURRICULUM SUB-TOTAL	77,936	81,629	86,050	92,313	94,593
ACADEMIC	1,106	1,357	1,349	1,123	966
ADULT HIGH SCHOOL	3,264	2,915	3,356	3,956	4,012
AVOCATIONAL	4,716	5,214	5,074	3,751	3,296
OCCUPATIONAL	18,161	20,243	20,024	21,890	18,903
PRACTICAL SKILLS	1,869	2,225	2,126	1,740	1,662
ABE	5,533	5,422	6,256	6,762	6,847
COMPENSATORY EDUCATION	3959	3649	3841	3553	3391
EXTENSION REGULAR BUDGET SUB-TOTAL	38,608	41,025	42,026	42,775	39,077
REGULAR BUDGET TOTAL	116,544	122,654	128,076	135,088	133,670
LEARNING LAB	172	150	136	171	212
NEW AND EXPENDING INDUSTRY	2,523	2,716	1,620	1,238	1,668
HRD	609	679	909	1,030	1,120
SELF-SUPPORTING AND REC.	587	730	856	986	1,259
TOTAL	120,435	126,929	131,597	138,513	137,929

Source: North Carolina Department of Community Colleges
Information Services

AVERAGE ANNUAL UNDUPLICATED HEADCOUNT BY PROGRAM AREA AND TOTAL
1989-90 THROUGH 1992-93

	1989-90	1990-91	1991-92	1992-93
COLLEGE TRANSFER	39,138	41,409	45,202	48,529
GENERAL EDUCATION	16,819	16,929	17,887	17,311
TECHNICAL	136,747	139,441	139,457	144,546
VOCATIONAL	31,831	32,439	33,462	33,328
CURRICULUM SUB-TOTAL	224,535	230,218	236,008	243,714
ACADEMIC	28,152	30,275	28,348	24,030
AVOCATIONAL	53,135	52,897	45,040	41,999
OCCUPATIONAL	290,636	282,623	289,087	287,719
PRACTICAL SKILLS	34,858	41,059	29,162	27,971
ABE	64,369	73,535	77,005	79,358
GED AND AHS	42,261	45,536	49,202	48,439
COMPENSATORY EDUCATION	8,731	8,436	8,137	7,989
LEARNING LAB	10,708	10,998	10,715	11,673
NEW AND EXPENDING INDUSTRY	16,169	11,427	9,076	14,316
HRD	7,238	8,600	9,212	9,466
SELF-SUPPORTING AND REC.	2,087	2,831	3,891	5,996
EXTENSION SUB-TOTAL	516,852	524,282	516,469	516,823
TOTAL	741,387	754,500	752,477	760,537

Source: North Carolina Department of Community Colleges
Information Services

ANNUAL CURRICULUM AND EXTENSION ENROLLMENT
BY RACE, SEX, DAY OR NIGHT, EMPLOYMENT STATUS, AND RESIDENCY
1988-89 THROUGH 1992-93

	YEAR	WHITE	BLACK	OTHER	MALE	FEMALE	DAY	NIGHT	UNEMPLOYED	EMPLOYED PART-TIME	EMPLOYED FULL-TIME	NC RESIDENT	NON RESIDENT	TOTAL
	1988-89	173,786	38,246	5,602	90,206	127,428	125,228	92,406	63,760	47,814	106,060	209,384	8,250	217,634
	1989-90	178,651	39,939	5,945	93,820	130,715	133,717	90,818	74,735	49,696	100,104	215,678	8,857	224,535
	1990-91	182,406	41,416	6,396	95,075	135,143	139,476	90,742	72,245	58,393	99,580	223,689	6,529	230,218
	1991-92	184,816	44,333	6,859	98,021	137,987	144,944	91,064	81,523	61,625	92,860	228,572	7,436	236,008
CURRICULUM	1992-93	188,022	48,382	7,310	100,900	142,814	155,465	88,249	87,995	63,548	92,171	234,453	9,261	243,714
	1988-89	335,377	90,870	18,374	210,560	234,061	250,889	193,732	135,991	39,761	268,869	429,567	15,054	444,621
	1989-90	382,354	109,666	24,832	243,387	273,465	295,260	221,592	168,105	46,494	302,253	501,534	15,318	516,852
	1990-91	391,139	107,412	25,731	258,100	266,182	298,669	225,613	176,652	47,754	299,876	512,026	12,256	524,282
EXTENSION	1991-92	382,183	106,751	27,535	264,840	251,629	302,916	213,553	172,212	48,100	296,157	502,157	14,312	516,469
	1992-93	378,975	109,699	28,149	263,212	253,611	305,068	211,755	172,627	50,423	293,773	503,490	13,333	516,823

SOURCE: North Carolina Department of Community Colleges
Information Services

BEST COPY AVAILABLE

ANNUAL CURRICULUM ENROLLMENT
BY CREDIT HOUR LOAD
1988-89 THROUGH 1992-93

YEAR	1/4 TIME NUMBER	1/4 TIME PERCENT	1/2 TIME NUMBER	1/2 TIME PERCENT	3/4 TIME NUMBER	3/4 TIME PERCENT	FULL TIME NUMBER	FULL TIME PERCENT	TOTAL NUMBER
1988-89	103,030	47.3%	33,812	15.5%	19,813	9.1%	60,979	28.0%	217,634
1989-90	101,658	45.3%	34,500	15.4%	21,989	9.8%	66,388	29.6%	224,535
1990-91	100,146	43.5%	35,071	15.2%	23,354	10.1%	71,647	31.1%	230,218
1991-92	98,715	41.8%	34,920	14.8%	25,662	10.9%	76,711	32.5%	236,008
1992-93	100,694	41.3%	35,547	14.6%	26,971	11.1%	80,502	33.0%	243,714

Source: North Carolina Department of Community Colleges
Information Services

V. Staff/Faculty Data

A.	93-94 Full-time System Totals by Position Category	V	1
B.	93-94 Full-time System Totals by Position Category by Race, by Sex	V	2
C.	93-94 Full-time System Totals by Position Category by Years of Service	V	3
D.	93-94 Full-time System Totals by Position Category by Education Level	V	4
E.	93-94 Full-time System Totals by Position Category by Months of Employment	V	5

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1993-94 Full-time System Totals by Position Category
(As of 10-01-93)

Position Title BY CATEGORY	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	653
Faculty	4,279
Professional (Non-Teaching) (Other Than Exec/Admin/Managerial)	1,572
Secretarial/Clerical	1,539
Technical/Paraprofessional	915
Skilled Crafts	49
Service/Maintenance	874
TOTAL	9,881

Source: North Carolina Department of Community Colleges
Information Services

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1993-94 Full-time System Totals by Position Category by Race, by Sex
(As of 10-01-93)

Position Title	Race				Sex		
BY CATEGORY	WHITE	BLACK	OTHER	NUMBER OF EMPLOYEES	MALE	FEMALE	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	570	72	11	653	428	225	653
Faculty	3,819	380	80	4,279	2,144	2,135	4,279
Professional (Non-Teaching) (Other Than Exec/Admin/Managerial)	1,288	263	21	1,572	599	973	1,572
Secretarial/Clerical	1,230	281	28	1,539	33	1,506	1,539
Technica./Paraprofessional	741	158	16	915	198	717	915
Skilled Crafts	43	6	0	49	44	5	49
Service/Maintenance	449	409	16	874	666	208	874
TOTAL	8,140	1,569	172	9,881	4,112	5,769	9,881

Source: North Carolina Department of Community Colleges
Information Services

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1993-94 Full-time System Totals by Position Category by Years of Service
(As of 10-01-93)

Position Title	Range						
BY CATEGORY	UNDER 6 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-25 YEARS	26 AND UP YEARS	NUMBER OF EMPLOYEES
Executive/Administrative/Managerial	185	109	86	120	108	45	653
Faculty	1,912	796	591	512	370	98	4,279
Professional (Non-Teaching) (Other Than Exec/Admin/Managerial)	688	316	237	215	97	19	1,572
Secretarial/Clerical	760	323	214	157	67	18	1,539
Technical/Paraprofessional	376	188	164	120	54	13	915
Skilled Crafts	16	17	7	8	1	0	49
Service/Maintenance	551	161	99	44	15	4	874
TOTAL	4,488	1,910	1,398	1,176	712	197	9,881

Source: North Carolina Department of Community Colleges
Information Services

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1993-94 Full-time System Totals by Position Category by Education Level
(As of 10-01-93)

Position Title	Academic Level Attained											
BY CATEGORY	LESS THAN HIGH SCHOOL	HIGH SCHOOL OR EQUIV	1-YR COLLE	VOCA DIPL	2-YEARS COLLEGE	ASSOC DEGREE	3-4 YRS COLL	BACH DEGREE	MAST DEGREE	DOC DEGREE	EDUCATIO SPECIALI DEGREE	NUMBER OF EMPLOYEES
Executive/Admin/Managerial	0	5	2	3	3	6	2	92	356	167	17	653
Faculty	2	132	45	176	48	257	71	1,054	2,237	243	14	4,279
Professional (Non-Teaching) (Other Than Exec/Admin/Manag)	4	59	37	21	24	112	26	563	680	38	8	1,572
Secretarial/Clerical	7	397	217	77	113	546	56	123	3	0	0	1,539
Technical/Paraprofessional	3	153	83	39	53	346	34	177	26	1	0	915
Skilled Crafts	4	27	6	6	1	4	1	0	0	0	0	49
Service/Maintenance	219	459	45	53	29	46	6	14	3	0	0	874
TOTAL	239	1,232	435	375	271	1,317	196	2,023	3,305	449	39	9,881

Source: North Carolina Department of Community Colleges
Information Services

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
1993-94 Full-time System Totals by Position Category by Months of Employment
(As of 10-01-93)

Position Title	Length of Employment												
BY CATEGORY	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months	11 Months	12 Months	NUMBER OF EMPLOYEES
Executive/Admin/Managerial	0	0	1	0	0	0	0	0	0	2	1	649	653
Faculty	2	3	35	3	1	4	1	1	548	317	109	3,255	4,279
Professional (Non-Teaching) (Other Than Exec/Admin/Manag)	0	1	6	1	1	0	0	0	7	12	5	1,539	1,572
Secretarial/Clerical	3	0	5	1	0	1	0	1	3	2	3	1,520	1,539
Technical/Paraprofessional	1	0	1	2	0	0	0	1	11	7	0	892	915
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	49	49
Service/Maintenance	0	1	2	0	0	0	0	1	5	3	1	861	874
TOTAL	6	5	50	7	2	5	1	4	574	343	119	8,765	9,881

Source: North Carolina Department of Community Colleges
Information Services

VI. Appendix

A. Bibliography
B. Glossary
C. Rosters: State Board of Community Colleges
Presidents

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(All of the publications listed below are also located in the Documents Collection of the North Carolina State Government Library)

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CRITICAL SUCCESS FACTORS. Administration Division. Planning & Research Section.

CURRICULUM MATERIALS BROCHURE. Programs Division. Program Services Section.

EDUCATIONAL CATALOG. Administration and Programs Divisions. Public Affairs Section.

EDUCATIONAL CHART. Administration and Programs Divisions. Public Affairs Section.

LEGISLATIVE REPORT. Administration Division. Governmental Affairs Section.

SYSTEM LONG RANGE PLAN. Administration Division. Planning Services Section.

STATE BOARD OF COMMUNITY COLLEGES HANDBOOK. Administration Division. Board Affairs Section.

TRUSTEE MANUAL. Administration Division. Board Affairs Section.

GLOSSARY

ACADEMIC QUARTER An 11-week period during which credit classes are offered.

ACADEMIC YEAR The period of the regular session, generally extending from September to early June, divided into three quarters.

ACCREDITATION A formal means of recognizing an institution for maintaining standards that qualify the graduates for admission to higher institutions or for professional practice. Accrediting agencies are responsible for establishing the standards and evaluating the schools' compliance with them (e.g. Southern Association of Colleges & Schools, American Dental Association, Engineering).

ACCOUNTABILITY The acceptance of personal responsibility for the achievement of predetermined measurable objectives.

ADULT BASIC EDUCATION (ABE) A fundamental education program designed for adults 16 years old or older who have not completed the eighth-grade or who function at less than the eighth-grade level.

ADULT EDUCATION Programs offered by a community college or technical institute that provides opportunities for adults and out-of-school youth to further their education.

AFFIRMATIVE ACTION The planned, aggressive, coherent, management program to provide for equal employment opportunity. It is a results oriented program designed to achieve equal employment opportunity rather than simply a policy to assure nondiscrimination. As an ongoing management program it requires periodic evaluation.

APPROPRIATION The act by which the legislature provides the state dollars for the operation of an institution. Funds are appropriated to the State Board of Community Colleges to be distributed to the institutions.

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT) A nonprofit international association with headquarters in Washington, D.C., that seeks to unify, promote, encourage, and develop two-year institutions through the expertise and insight of trustee leadership.

ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES (AGB) A nonprofit educational organization of governing, coordinating, and advisory boards of post-secondary education. AGB exists to help its members fulfill their roles and meet their responsibilities. Headquarters are in Washington, D.C.

BASE BUDGET Appropriations made by the legislature to fund the current level of operation.

BIENNIUM a two-year period for which an agency builds a budget.

CAPITAL OUTLAY Capital outlay expenditures are those that result in the acquisition of fixed assets or additions to fixed assests (i.e. expenditures for land, buildings, or equipment).

CATEGORICAL FUNDS (restricted) Funds from a federal, state, local, or private source that are restricted to expenditures in a particular category or program.

CERTIFICATION A voluntary form of recognition for knowledge and skill in a particular profession.

CLOCK HOUR One hour of instruction given one student. Class periods from 50-60 minutes may be counted as one clock hour depending on the type of instruction delivered.

COMPENSATORY EDUCATION A special state-funded educational program for mentally retarded adults (over 17 years of age).

COMPETENCY-BASED INSTRUCTION Instruction based on measurable student performance outcomes consistent with the skills and knowledge needed by entry-level employees in a particular field.

COOPERATIVE SKILLS TRAINING A training program specifically designed to provide customized training for existing industry. This training can be provided on campus or at the industrial site.

CREDIT HOUR An instructional unit used for recognition of the amount of credit a student earns for a given course. Example: Quarter Credit Hour - A student who spends one hour per week in a class for 11 weeks earns one quarter hour credit.

CURRENT EXPENSE Funds used for the general operation of the institution to include salaries, benefits, and other instuctional costs.

DEVELOPMENTAL EDUCATION A program providing specialized credit courses for students who need to improve their basic skill in order to perform at the level required for admission to degree and diploma programs. Usually these courses are in reading, writing, and mathematics.

EXPANSION BUDGET Additional funds from the legislature to increase the quantity or quality of services rendered.

FISCAL YEAR The 12 month period upon which the institution's budget is based, July 1 - June 30.

FULL-TIME EQUIVALENT (FTE) One full-time equivalent (FTE) student represents 16 student membership hours per week for 11 weeks or 176 student membership hours for each quarter enrolled.

Average Annual FTE: The average of the summer, fall, winter, and spring FTE or the average FTE developed over an entire school year.

Four-Quarter Average FTE: The average of the FTE developed in any consecutive four-quarter period.

Budget Full-Time Equivalent (B/FTE): Used to prepare the operating budget and to provide for an equitable distribution of the operating funds allocated by the State Board to the institutions.

Equipment Full-Time Equivalent (E/FTE): Used to prepare the equipment

budget and to provide for an equitable distribution of the equipment funds allocated by the State Board to the institutions.

Library Full-Time Equivalent (L/FTE) Used to prepare the library budget to provide for an equitable distribution of library funds allocated for the purchase of library books and audiovisual materials.

Credit Hour Full-Time Equivalent (H/FTE) Used in furnishing data to the North Carolina Commission on Higher Education Facilities and the University of North Carolina.

Construction Full-Time Equivalent (C/FTE): Used to determine priorities and institutional eligibility for federal and state construction funds for the institutions

FULL-TIME STUDENTS A student is considered full time if he/she carries 12 or more quarter hours of classes.

GENERAL EDUCATIONAL DEVELOPMENT (GED) A high school equivalency program enabling adults to take the General Education Develoment Tests to determine if they are at the 12th grade completion level of English, social studies, science, reading, and math. Individuals achieving the required scores on the GED are awarded the High School Equivalency Diploma. The program is open to individuals 18 years or older.

HUMAN RESOURCE DEVELOPMENT (HRD) A program for chronically unemployed adults with prevocational training and counseling.

JOB TRAINING PARTNERSHIP ACT (JTPA) A federal program designed to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons.

NON-CREDIT (EXTENSION) COURSES Courses for professional training, upgrading or general interest.

OCCUPATIONAL EDUCATION Any type of instruction or training (credit or non-credit) that prepares one to enter an occupation.

OTHER COSTS "Other Costs" is a term describing current instructional and operating instructional support costs excluding personnel and the associated fringe benefits. The term is used for supplies, travel, postage, etc.

PELL GRANTS Needs-based federally funded grants.

TECHNICAL PROGRAMS (ASSOCIATE DEGREE PROGRAMS) A term generally used to describe associate degree programs in the N.C. Community College system (sometimes referred to as two-year programs).

UNDUPLICATED HEADCOUNT The total number of students (both full time and part time) enrolled in all courses during a year. Each student is counted only once during the year regardless of the number of classes he takes or the number of quarters for which he registers.

VOCATIONAL PROGRAMS (DIPLOMA PROGRAMS) A term generally used to describe diploma programs in the N.C. Community College system (sometimes referred to as one-year programs).

STATE BOARD OF COMMUNITY COLLEGES

November 16, 1993

Name and Occupation	Mailing Address	Appointed	Term Expires	Telephone
Mrs. Barbara K. Allen Manager, Community Relations Dept. Carolina Power & Light Co.	3714 Marsh Creek Road Raleigh, NC 27604	Senate	6/30/97	919-546-6309 O
Bishop George Battle Minister	8233 Charles Crawford Lane Charlotte, NC 28269	Governor	6/30/99	704-332-7600 O
Mr. U. James Bennett Human Resources	510 Leak Street Rockingham, NC 28379	Governor	6/30/95	919-895-1097 H
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